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ABSTRACT

Developed to assist educators and Comprehensive Employment and Training Act (CETA) representatives understand each other and work together, this document is divided into three major areas: Issues, Deeds, and Dreams. The section on issues examines common areas of concern to CETA and education. Topics include a historical perspective of education and employment, the workings of the CETA and education systems, the relationship between education and training, and credit for work experience. The systems (CETA and education) are compared in discussions of two other issues--funding and support services. The section on deeds gives examples of successful youth programs in Minnesota. These twenty programs reflect cooperative CETA-education efforts. Intended to stimulate new programs or to modify existing efforts, the final section on "dreams," deals with deeds of the future. Groups of dreams (possible programs) of the program planners are discussed. Sixteen program development possibilities under the CETA amendments are also outlined. Appendixes include Minnesota-specific and general information on CETA. (YLB)

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Youth Employment Education Unit
Division of Special Services
Minnesota Department of Education
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Contents

PREFACE iv

INTRODUCTION v

ISSUES 1

- Origins 2
- Procedures 5
- Education and Training 10
- Credit 11
- Funding 14
- Support Services 16

DEEDS 18

- Austin Alternative Education Program 19
- 70,001 19
- Mounds View North 20
- Canby Diversified Industries 21
- Solo Parents Program 22
- Placement Transition Services 23
- Pre-Apprenticeship Building Trades Program 24
- Woodbury Woodland Development Project 24
- Exemplary Projects 25
- Ramsey County Private Sector Program 28
- Center for Youth Employment and Training 29
- Glacial Ridge YETP Coordination 30
- YETP - School Integration 31
- Summer Lifetime Skills Program 32
- Duluth Summer Work Experience Program 33
- Vocational Assessment Centers 33
- Hennepin County Youth Programs 35
- Summer Pre-Vocational Program 36
- Duluth AVTI Training Program 38
- Skill Training and Improvement Program 38

DREAMS 42

APPENDIX 50

- Guide to CETAnese and Educationese 50
- CETA Prime Sponsors 51
- LEA/Prime Sponsor Agreements: Requirements and Allowances 54
- Education Aid with CETA Funds 56
- Major Education Funding Sources 59
- CETA of 1978 Funding Sources 61
- Program Contacts 62

PREFACE

The purpose of this publication is to assist school people and CETA people in understanding each other and working together. To accomplish this purpose, we have included deeds, issues, and dreams: **Deeds** are included to share examples of successful programs, **Issues** examine common areas of concern to CETA representatives and educators, and **Dreams** can be used to stimulate new programs or to modify existing efforts.

We have not tried to be comprehensive; to do so would require volumes too lengthy to justify. Instead, we have been selective. Rather than trying to consider all of the CETA law and its implications, we have focused primarily on youth programs. We have limited the scope of this publication to cooperative efforts between schools and CETA. Finally, we have selected issues that appear to be primary concerns to both CETA and education.

The Youth Employment Education Unit gratefully acknowledges Minnesota CETA prime sponsor representatives, staff from the Minnesota Department of Economic Security, and many educators involved in these projects for their assistance in the completion of this publication.

Photographs have been supplied through the courtesy of Dakota County Prime Sponsor, Ramsey County Prime Sponsor, Anoka Hennepin Independent District No. 11, Mounds View School District, and the Publications Section of the Minnesota Department of Education.

For assistance in further understanding CETA provisions, identifying appropriate prime sponsors within your area, or planning joint school-CETA programs, contact one of the following personnel in the Youth Employment Education Unit of the Department of Education:

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A cooperative agreement between the Department of Education and the Office of Statewide CETA Coordination, Department of Economic Security has made this publication and the Youth Employment Education Unit possible.

INTRODUCTION

Following passage of the Youth Employment and Demonstration Projects Act (YEDPA), the U. S. Department of Labor and the Department of Health, Education and Welfare agreed to work together on goals of the new legislation and to facilitate cooperation between the representatives of labor and education. Specifically, the two departments agreed to:

1. Provide descriptive and legal information to educators and CETA prime sponsors;
2. Support CETA and local education agency (LEA) agreements;
3. Identify new models for work-education programs;
4. Ensure program quality by establishing procedures for credit to be granted for relevant work experience;
5. Assess institutional change and alternative approaches in work-education programs; and
6. Improve career and occupational information.

The legislative rewrite in October 1978 not only sustained this agreement but focused greater emphasis on school-CETA cooperative ventures.

To build on these alliances between labor and education—and to strengthen administrative ties between CETA prime sponsors and local education agencies—the law provides funds for cooperative programs which integrate work and education, improve in-school programs, encourage students to finish high school, and ease the transition from school-centered to job-centered lives. In particular, the Youth Employment and Training Programs section of the act states that funds are to be used for (1) providing "meaningful work experience" which will help young people make better career decisions and (2) providing them the basic skills necessary for regular employment. Though the experience of prime sponsors over the past year indicates that most young people involved in various demonstration programs have given little thought to their careers, results have shown that work experience is often a necessary component of vocational decision making.

However, these ends cannot be realized satisfactorily without the support of people in education who can help provide basic learning competencies, broad vocational awareness, and career motivation. Nor are these the only goals supported by the portions of CETA that concern youth. A reciprocal advantage of coordination between CETA and education to prepare youth for the world of work is that it may encourage disenchanted students or high school dropouts to complete their education. It is also an opportunity for participants to integrate job training and basic learning—and for some to develop personal competencies that could be generalized to more than one job. Finally, work experience programs supported by educational programs in the schools can serve as field experiences for the learning that takes place in the classroom—so long as such work is meaningful and relevant to the student's general education.

Public education faces a great opportunity and challenge—**opportunity** in that the broad and diverse training programs encouraged by CETA allow for cooperation and interchange between educators and prime sponsors (including philosophical points of view) and **challenge** in that the needs of young people require boldness and vision allied with humane and functional programs which will help them become more productive in work and more self-accepting in their personal lives. Such programs can only come about through cooperation and consultation between business, industry, government, and education.

ISSUES

Issues are ideas that have generated discussion. They are multifaceted concepts that concern both education and CETA. Often they combine facts, policies, attitudes, beliefs, theories, and strategies. In other words, they are complex.

Answers are not provided here, nor solutions generated. Rather, we have explored questions, provided information, and developed explanations. Answers and solutions are the province of CETA planners and educators at the local level. Here, answers and solutions can be responsive to pressing problems.

Specifically, "Origins" provides a historical perspective of education and employment in our country. "Procedures" attempts to explain how the CETA system and the education system work, and "Education and Training" explores facts and myths about learning. "Credit" is an issue whose importance has increased because of recent legislation. The remaining issues—"Funding" and "Support Services"—compare the systems: Funding examines sources of money, utilization, and blending opportunities; Support Services specifies the kinds of service delivery found in each system.

ORIGINS

At the end of the nineteenth century, one third of America's workers lived in poverty, nearly half of the nation's property and 15 percent of its wealth belonged to 1 percent of the population, and only one third of America's schoolchildren could be expected to complete the elementary grades. Poet Vachel Lindsay described the workers of his time as "oxlike, limp, and leaden-eyed."

Against this background of illiteracy, poverty, and worker demoralization, the Progressive Era introduced its reforms. Though corporate monopolies were the immediate targets of social agitation and government regulation, the efforts of Roosevelt and Wilson to restrict business had an indirect effect on the conditions of laborers. In 1913, ten years after Roosevelt gave Cabinet status to a joint Department of Commerce and Labor, the needs of workers received more direct attention in the separate establishment of the Department of Labor. Nevertheless, the early years of the twentieth century witnessed a rapid expansion of labor unions and increasing industrial-labor disputes.

In 1918, Wilson created a national War Labor Board to unify the various agencies that had been established to prevent labor disturbances and production losses. This wartime measure led to the creation of the U.S. Employment Service, which placed over four million Americans in essential war jobs. At the same time, Wilson posed a philosophy of government that recognized both the production needs of industry and the economic needs of people.

Over a decade later, Franklin Roosevelt emphasized the second part of this philosophy in his inaugural address. "Government," he asserted, "owes to everyone an avenue to possess himself of a portion of that plenty sufficient for his needs through his own work." Government implementation of appropriate policies and programs quickly followed. In 1933, the Wagner-Peyser Act renewed and expanded the U.S. Employment Service, and in 1935 the Social Security Act was passed. These were among the first pieces of legislation to address the needs of the unemployed. Other New Deal legislation—creating such work programs as the WPA and CCC—carried the Depression philosophy that government has the responsibility to be the employer of last resort one step further.

As the pressures of World War II intensified, the work programs of the 1930s disappeared. Postwar programs mainly concentrated on finding employment for returning veterans, and for the next decade the Employment Service and Social Security programs were considered adequate for the nation's employment needs.

In 1961, however, passage of the Area Redevelopment Act signaled the start of a concentrated attack on minority and regional unemployment. The next year, the Manpower Development and Training Act of 1962 (MDTA) provided job assistance for the economically disadvantaged—particularly those who had been displaced through automation.

Legislation of the 1960s and 1970s also began to consider the employment problems of disadvantaged youth. In 1964, the Economic Opportunity Act included youth in its assistance program. Thereafter, Head Start provided training for preschool youth; Neighborhood Youth Corps (NYC) focused on part-time youth employment; Job Corps gave job training to high school dropouts; and portions of MDTA also addressed the needs of young people. These programs—particularly NYC, MDTA, and Job Corps—laid the foundation for present youth legislation.

As effective as these programs were, however, the maze of administration was frightful. Some programs were administered by several agencies at the federal, regional, state, county, and city levels. Additionally, program responsibility became fragmented, services were overlapping, and in some areas programs were even ill-suited to the region. In 1967, the Concentrated Employment Act consolidated a number of programs and sponsors, and in 1968, the Cooperative Area Manpower Planning System (CAMPS) created a mechanism to plan and coordinate programs at the local level. Experiments with CAMPS and with a brief pilot project (the Comprehensive Manpower Program) proved fruitful. CAMPS and CMP tested the concept of federal revenue sharing in employment programs. These paved the way for the 1973 enactment of the Comprehensive Employment and Training Act (CETA), which provided for local control of federal dollars and programs as well as for the reorganization of programs to eliminate overlapping services and organizational ineffectiveness.

Emphasizing the employment needs of the disadvantaged, CETA of 1973 at first dealt less heavily with training needs. While maintaining previous youth programs, it also concentrated more heavily on adults. But as its effect on adult unemployment began to be felt, attention shifted to the youth problem.

Not having succeeded in substantially cutting minority or youth unemployment figures, however, the Congress felt compelled to assist economically disadvantaged youth by providing a variety of program possibilities through passage of the 1977 Youth Employment and Demonstration Projects Act (YEDPA). This act amended CETA of 1973 and was incorporated into the 1978 CETA law.

The philosophical underpinnings of CETA are based

on a long history of employment programs. These underpinnings have evolved into a set of ideas including the concept that (1) government has the responsibility to provide employment assistance to its citizenry and is the employer of last resort; (2) the most effective programs meet local needs; (3) training and education are one of the most effective means of youth assistance; (4) job placement or provision is an effective method of serving young clients; and (5) if the client's needs (particularly long-range) are not met, the probability increases that he or she will return to unemployment.

Education in the United States has a very early beginning. Public schools were first established in 1647, and in 1862 the Morrill Act began a system of low-cost education. One of the earliest documents to address the needs of students in the labor market was the 1893 report of the National Education Association's Committee of Ten. Among its recommendations for secondary education, the committee questioned the value of preparing students exclusively for college and emphasized the importance of a curriculum that would allow them to apply learning to life.

However, it was not until World War I that the country became acutely aware of the need to train students for occupations. In 1917, the Congress responded with the Smith-Hughes Act, which provided funds for public vocational education with the stipulation that students and employers both profit from the instruction offered.

A year later, the Commission on the Reorganization of Secondary Education developed the Seven Cardinal Principles of Secondary Education. In addition to advocating such social values as health, civic education, basic learning, moral character, contribution to family life, and worthy use of leisure, the commission stated that "every person should be equipped to secure a livelihood for himself and those dependent upon him, and education shall equip him to serve society in a productive manner."

Revised in 1938, these seven principles became the objectives of the Educational Policies Commission of the National Education Association. Though the passing of twenty years had added new concerns and new language, the commission's statement essentially paraphrased the 1918 principles. In addition to "self-realization" (basic skills and health), "human relationships," and "civic responsibilities," education should offer students information about occupations, occupational choices, and an appreciation of vocations—as well as "consumer judgment and efficiency in buying."

During the next two decades, public education continued to prepare students in multiple ways—civic, academic, occupational, and social—for what might best be described as well-rounded lives. As early as 1946—in the George-Barden Act—the Congress also took an interest in allying vocational education with career counseling to be made available through the schools. Though the real impact of career education would not be felt for another generation, the act testifies to the growing contribution of the guidance and counseling movement in the high schools—even before its more visible upsurge ten years later.

The launching of Sputnik in 1957 focused educational priorities on mathematics and the sciences, yet the Soviet challenge also created a major evaluation and revision of the entire secondary curriculum. Toward this end, the Congress passed the National Defense Education Act in 1958—a major piece of legislation which stressed the importance of education and training to the national security.

During the 1960s and early 1970s, the need for employability education became paramount. High unemployment in the early 1960s prompted the Vocational Education Act of 1963, which emphasized the importance of skills for personal welfare—a shift from the employer-oriented ends of the Smith-Hughes Act of 1917. This act was amended and refinanced in 1968, 1973, and most recently in 1976. Also, for the first time, funds were provided for students with academic, socioeconomic, or other handicaps who would otherwise be excluded from vocational education programs. Most importantly, this act stressed cooperation between education and labor by encouraging educators to work with state employment services to determine labor market needs.

The Elementary and Secondary Education Act of 1965 and the amendments of 1978 continued to stress vocational training for students with academic, socioeconomic, and physical handicaps. Under its various titles are programs to (1) aid the handicapped and disadvantaged, (2) promote career counseling and career development, (3) provide for basic skills, (4) guarantee an adequate education for all students regardless of handicap or disadvantage, (5) engage both community and educational staff in developing instructional and educational goals and programs in local schools, and (6) provide funds for skill training and special needs services.

Throughout the later 1960s and 1970s a number of educational reforms began and continue which have helped to transform schools into more humane, "people centered" institutions. Public Law 94-142, passed in 1975, assures the right to an adequate education to all youth, regardless of handicap or disadvantage. Further, the Planning, Evaluation and Reporting Law (PER) provides for an increase in community involvement in the local schools in Minnesota. Finally, the Career

Education Incentive Act of 1978 provides federal resources to states wishing to implement this educational concept.

The philosophical underpinnings of education are as broad as those of CETA. Education, generally, has developed an interest in human development for all people. Although the CETA target is more narrow in scope, the philosophies of the two agencies are mutually supportive.

CHRONOLOGY
Legislation and Events

EMPLOYMENT	EDUCATION
	1647 Massachusetts School Law
	1779 Jefferson's School Bill for Virginia
	1781 Northwest Ordinance
	1862 Morrill Act
	1867 U.S. Bureau of Education created
	1893 Committee of Ten
1903 Department of Commerce and Labor established	
1913 U.S. Department of Labor established	
	1917 Smith-Hughes Act
1918 U.S. Employment Service established	**1918** Seven Cardinal Principles
1920 Vocational Rehabilitation Act	**1920** Smith-Bankhead Act—called for cooperation between education and vocational rehabilitation
1933 Wagner-Peyser Act	**1933** Emergency grants for education
1935 Social Security Act	
1935-1941 Works Progress Administration	
	1938 Policies of NEA published

Chronology — continued

1946 U.S. Employment Act	**1946** George-Barden Act
	1953 HEW established
	1958 National Defense Education Act (amended in 1964)
1961 Area Redevelopment Assistance Act	
1962 Manpower Development and Training Act	
	1963 Vocational Education Act (amended in '68, '73, '76)
1964 Economic Opportunity Act	
	1965 Elementary and Secondary Education Act (amended 1978)
	1966 Regional Education Laboratories established
1967 Concentrated Employment Program	
1968 Cooperative Area Manpower Planning System	
1973 Comprehensive Manpower Program	
1973 Comprehensive Employment and Training Act	
	1975 Reading Improvement Act
	1975 The Education of All Handicapped Children Act (94-142)
	1976 Planning, Evaluating and Reporting Law of Omnibus Education Act passed by Minnesota Legislature
1977 Youth Employment Demonstration Projects Act (YEDPA)	**1977** Career Education Incentive Act
1978 CETA amended	

PROCEDURES

"Knowing the system" and "beating the system" have become familiar phrases as our awareness and appreciation of formats, procedures, and protocol have increased. The relationship between "knowing the system" and "getting things done" is direct and positive. To "buck the system" is often self-defeating, while "getting around the system" is the province of the inventive and ingenious mind.

Without question, we agree that systems do exist, that they affect our performance, and that understanding the system—with all its practices and procedures—is essential to being effective within any given organization. Knowing the system provides a guide or road map to accomplishing. Operating without a guide is like trying to race through a maze.

The proposition of CETA and education cooperating in program development suggests the need for a mutual understanding of systems. How are the systems alike? Where do they differ?

Perhaps the most important similarity between the systems is that they are both responsive to local needs. As a result, generalizations can be misleading and inaccurate. Policies, practices, and procedures will differ from one CETA office to the next, just as they do in local school districts. These differences are often related to the needs of the people who are served, or to the philosophies of the policymakers. In either case, understanding, to be productive, must be based on local conditions, policies, and people.

Even so, there are some general statements that are accurate, and that help to provide understanding. For example, operation differences between the systems include the following:

1. The CETA fiscal year runs from October 1 to September 30. Education fiscal years usually begin July 1 and end June 30—although these differ. This difference demands thoughtful planning to ensure proper financial management.

2. CETA programs are initiated throughout the fiscal year. Education programs generally begin and end according to the nine-month schedule. However, many schools now have summer programs.

3. School budgets are constructed during the fall of the preceding year and finalized by early spring. However, adjustments occur according to actual enrollment figures.

4. CETA planning ideally starts about a year ahead of programming activity. According to one youth planner, the best time to initiate program ideas with prime sponsors is between October and May for the next fiscal year. Annual CETA plans are due at the Department of Labor near the end of August.

5. CETA has a more immediate follow-up system for its clientele than does the educational system. Success is defined by CETA as the client's leaving the CETA roles to obtain employment, military schooling, or begin other appropriate activity. Educators define success as graduation and view their relationship with students as long-term. Some schools are now beginning follow-up studies of graduates which measure activity at one-, three-, and five-year intervals.

In addition to the differences in scheduling, planning, and calendars, there are also important—sometimes monumental—differences in jargon. Like every other facet of our highly technological society, a language unique to work-life concerns has evolved, as has a language unique to educators. As professionals in both fields learn, accept, and adopt acronyms and idiosyncratic phrases, simple communication between the two groups becomes more and more muddled and more and more difficult. This difficulty is well illustrated in the story below. To begin to understand CETAnese and educationese, a list of acronyms has been provided (see Appendix A). Acronym clarification, of course, is only the first step. Since few linguists have been able to clearly decipher either language, definitions have not been included. We wholeheartedly encourage you to ask your nearest CETA representative or educator for these definitions.

An SLBP teacher and a WE/CEP coordinator from LEA, ISD 999 were thinking about creating a CRC in the IMC. Their purpose was to improve their students' IEP's, particularly in regards to OJT, and to follow their PER objectives. For assitance they contacted their ECSU, who in turn referred them to the SEA (SDE). They were informed that assistance may be available through ESEA, CQE, a USOE grant, or other educational sources. Another alternative was to explore DOL and CETA interests. Of course they would have to follow the EDU (MCAR) guidelines regarding education and the "regs" for YCCIP, YETP, and other titles. Resource assistance was available through AVTI's and, of course, the MIMC. They were referred to their local P.S. by YEEU. When they arrived at the office the youth planner was just returning from an RMAC meeting where they had been discussing SPEDY, GYP, YCCIP, and YETP programs. Another question was whether to pursue YIEPP, Job Corps, or 5 percent funds. Intrigued by these possibilities, our program developers considered cooperative efforts with the local CAC, CAP, and DVR office. Other CBO's were also included. The one idea everyone agreed upon was YCHKSOYA.

Beyond these obvious differences in time structure and language, there is a basic body of knowledge regarding each system that is essential for program developers to understand. Briefly, educators need to know how CETA works. CETA planners need to know how education functions.

Perhaps the single most important piece of advice for educators contemplating a cooperative effort at program development is "get to know your local prime sponsor." Become acquainted with the people, their positions, and their concerns. While books and articles on program development and proposal writing may prove useful, they cannot rival a positive relationship with the CETA planning people as a prerequisite for cooperation. Beginning information — names, addresses, and phone numbers—can be obtained from the Office of Statewide CETA Coordination of the Department of Economic Security. Prime Sponsors are also listed in Appendix B.

The prime sponsor will be either a local, state, county, consortium, or balance of state organization. Within the prime sponsor organization, educators need to identify the CETA planner, manpower planner, region planner, or youth representative. This person is responsible for initial CETA planning efforts and should be contacted. It may also be appropriate to contact other local CETA personnel.

An agenda for this meeting might include an introduction for the CETA person to the educational agency (including purpose, size, functions, activities), discussions regarding the funding cycle of the prime sponsor, currently funded CETA programs, and future funding possibilities.

Since prime sponsors are required by law to serve community residents who are unemployed, underemployed, and/or economically disadvantaged, it is important for the educator to be aware of how such groups are currently being served by their programs and what plans exist to serve those groups in the future. Educators might also be interested in the prime sponsor timetable for making funding decisions since most requests for funding will probably be handled according to this schedule.

Educators should ask the CETA planner to discuss currently funded CETA projects in the community. This information will increase understanding of services available and will help avoid a proposal which would duplicate an existing program. If educators have a specific project in mind, they should share that information with the CETA planner for input. Evidence that the proposal would serve a target population which falls under the CETA guidelines would be useful and appreciated since the prime sponsor must justify all allocations to the Department of Labor regional offices. The CETA planner would be able to provide some assistance in the identification and collection of supporting information. Much of the needed data is usually available in school district offices.

With CETA being integrated into the structure of local government, it is important for the educator also to understand and appreciate the political system which affects CETA decision making. Each prime sponsor has a manpower planning council and a youth council. Both are composed of community representatives who advise and make recommendations to the prime sponsor. The exact role of this council may vary by area, but the CETA planner or youth representative can assist educators in understanding the role of this advisory committee.

The general budget cycle of the prime sponsor governing board (i.e., city council, board of supervisors) is also important information. To have input into that process, educators must be aware of their procedures and make an effort to express views to the board. Once again, the role of the governing board may vary from one area to another and the CETA planner can help with this determination.

The procedures used by prime sponsors to request proposals from their communities also vary. Some prime sponsors use the standard request for proposals (RFP) procedures. This method either identifies a specific service or program for which a vendor is needed, or solicits proposals for broad scope-service. A public hearing process is used by some prime sponsors to review all proposals. Other prime sponsors request that proposals be delivered directly to the governing body. Regardless of the review process used by the prime sponsor, educators can ask to be placed on the prime sponsor mailing and contact lists which should ensure notification about program development and funding. Proposals may be submitted to prime sponsors at any time. However, the most effective way of bringing a proposal to the attention of the prime sponsor is to investigate the local procedures used and submit proposals in the fashion requested by the prime sponsor.

Educators who are interested in developing cooperative relationships with CETA planners should maintain contact throughout the year. Proposed projects can be polished and modified with help from CETA staff and submitted for consideration during the next round of funding reviews. Good communication with CETA staff throughout the year is essential to successful blending of funds.

Beyond the local office where planners develop programs and make decisions, prime sponsors have planning and advisory structures such as planning councils and youth councils. It can be very helpful to

educators if they understand the role of these councils. The youth council reviews all proposals under YETP and YCCIP for in-school youth. The council is composed primarily of people from the educational sector and representatives from youth-serving agencies.

A system called the Regional Manpower Advisory Committees (RMAC) operates in the Balance of State prime sponsor. The regional approach was chosen because of the diverse concerns of different geographic regions. These regional CETA committees are appointed by the regional development commissions (RDC) in each of the eight planning areas. These committees have planning and development functions. The chairpersons of the RMACs comprise the Manpower Advisory Board (MAB) which advises the Balance of State director.

There is also a State Employment and Training Council which is appointed by the governor. This council performs a coordinating function with other state agencies—notably the State Advisory Council on Vocational Education. The council is comprised of prime sponsors, state agencies, representatives of client groups, and other appropriate members.

In contrast to CETA, the educational system has an extensive history that provides tradition and custom as companions for decision making. Schools have a measure of autonomy that provides latitude in policy development and decision making. A CETA planner intent on developing cooperative programs with schools should first become acquainted with the school districts in the prime sponsor's geographical area. The initial contact could be with one of several staff members. In most cases, the planning function will be handled by an administrator in the superintendent's or principal's office. However, the vocational technical personnel and the special education staff could also be important resource people. Program development is sometimes handled by a committee of teachers and administrators.

The CETA planner should be aware that educators responsive to opportunities for program development—whether an administrator, a teacher, or a committee—have a separate and detailed set of responsibilities unrelated to program generation and development. Education has relied on energetic and dedicated educators who have been willing to work in their spare time for new directions in program development.

Discovering how decisions are made in educational institutions is an important task for CETA staff. Nearly all commitments of educational funds must be approved by the school board. Likewise, budgeting for the next school year is highly structured and operates on a strict timetable. Understanding these processes is critical to CETA staff interested in building a cooperative relationship with the public school system. Well-conceived cooperative ventures will probably be readily accepted by educational staff. The financial strain in the educational sector makes pooling of resources a desirable option.

If a particular school system has not participated in CETA programs in the past, CETA staff should expect to spend considerable time building a cooperative relationship. However, schools with programs supported in part by CETA funds will probably be easier to access. Working with staff involved in previous cooperative programming is desirable. Much time and energy can be saved by building on existing relationships. These existing relationships can help clarify confusing issues and provide stability when the procedures, practices, and policies of a new system seem mystifying.

Local school boards are responsible for the governance of school districts. Each local board employs personnel, follows state law, and implements the guidelines of the State Board of Education. In contrast, intermediate districts are groups of school districts which have been bound together through legislation. The roles and functions of these intermediate districts are further defined in the statutes. However, there are basically four kinds of regional school boards in Minnesota. Each board has a somewhat unique function.

The educational cooperative service unit (ECSU) is organized regionally to coordinate the cooperative services offered by member districts. Representatives are chosen from member school districts. The second kind of regional board, the cooperative center board, governs cooperative centers in Minnesota. These centers offer programs which can be more cost-effective through pooling of local district resources. Special education cooperatives provide special education services to member schools. Again, cost-sharing is the major purpose of this organizational structure.

Beyond these regional districts are the State Board of Education and the State Board of Vocational Education. Staffed by the same members and acting as one unit, this board is the coordinating structure for all public education in the state except for the community colleges, state universities, and the University of Minnesota. Board responsibilities include adopting rules to carry out state legislation relating to education, establishing procedures to distribute education funds, and dispersing federal education funds in Minnesota. The State Board for Vocational Education distributes federal funds for vocational education.

In summary, the organizational structures of CETA and education have similar components. The basic unit of CETA is the prime sponsor. The basic unit of education is the school district. The diagram shown

outlines the general organizational structures of CETA and education.

To abandon the issue of procedures without addressing the idea of agreements would be careless. Agreements are an essential part of cooperative ventures. CETA is required to have written agreements with its sub-grantees. They are a common item in the life of a CETA planner. In contrast, educators rarely utilize formal written agreements for the provision of service. Written agreements may be the source of discomfort for anyone who is unfamiliar with them. To acquaint educators with CETA planner responsibilities regarding agreements, material developed by Kirschner Associates for the Department of Health, Education and Welfare has been included in Appendix C. Basically, this information outlines what a prime sponsor must do and what a prime sponsor can do in regard to agreements. It should be useful information for anyone about to embark on a cooperative venture.

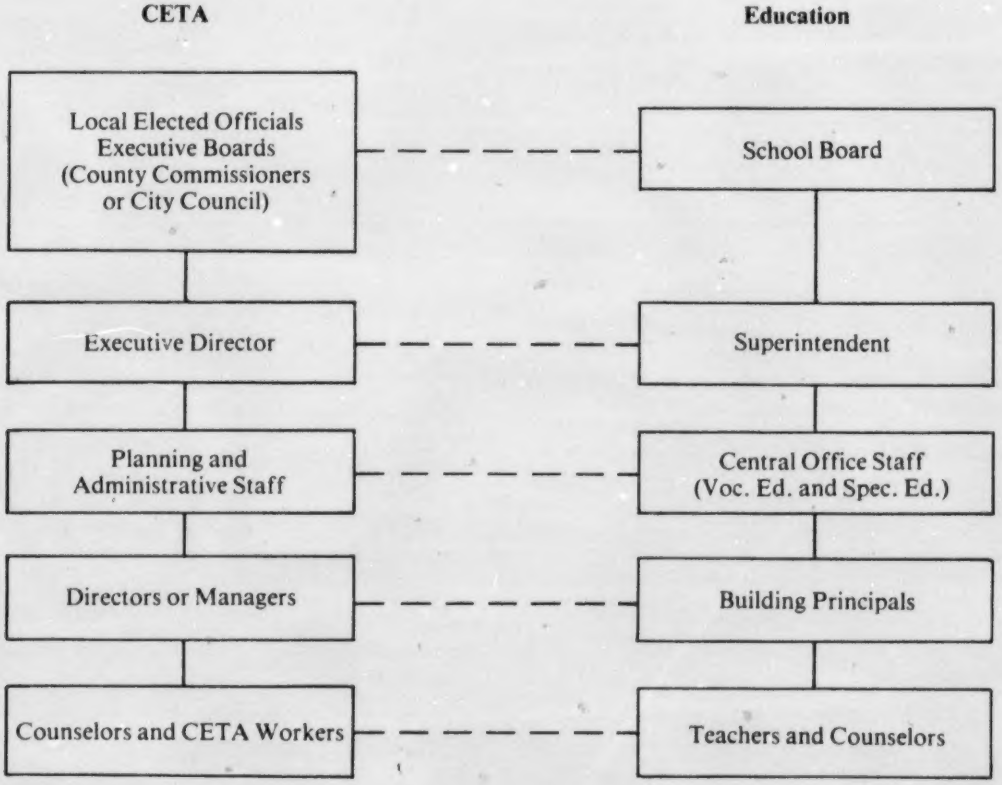
Obviously, both the education and CETA systems have developed hierarchical structures which ensure and solicit input from a variety of sources. While the advantages of such structures could be extolled, it may be more productive to focus at the local level. It is at the local level of both CETA and education where the vast majority of programs will be developed and implemented. It is at the local level where most clients will be served. And finally, it is at the local level where both systems can be responsive to the needs of the people.

Given this strong local orientation, it seems almost contradictory to suggest anything more than to become well acquainted with CETA planners in your district or become acquainted with the educators who provide the stimulation for program development in your prime sponsor. The Department of Health, Education and Welfare, in a publication entitled *CETA and Education,* provided material that should prove useful for most cooperative ventures, regardless of local procedures.

First, the Department of Health, Education and Welfare provided a list of questions a CETA planner or educator might ask herself/himself prior to undertaking a major cooperative effort. Most of the questions are directed at agency evaluation. The questions include the following:

Organization/Administration

1. *What components of your organization will be most affected by the proposed coordination? Are there components that will be affected indirectly (budget, payroll) rather than through direct involvement?*



2. *What do you already know about your own program components' probable willingness to cooperate?*

3. *Which individuals within your organization will be most supportive of your proposal? Which do you think will offer the most resistance?*

4. *Are there performance goals that will be affected positively or negatively by the coordination efforts?*

5. *Are there any internal organization "political" issues that might affect coordination effort?*

6. *With which individuals in the counterpart organization do you currently have strong relationships?*

7. *Is there any prior history of coordination attempts between the two programs that might enhance or interfere with your current undertaking?*

8. *Are there other organizational relationships (e.g., advisory groups) that have to be taken into account while pursuing coordination?*

9. *Are there existing procedural requirements of which you are aware that will be obstacles to achieving coordination?*

10. *Is there any prior history of attempts at modifying procedural requirements in the manner envisioned?*

11. *Who in your own organization is in a position to accomplish procedural modification? How long will it require?*

12. *Who in the counterpart organization is in a position to make the kinds of decisions you think will be needed to accomplish the proposed coordination?*

A second useful piece of information from the same Department of Labor publication comes in the following form:

Once the coordination arrangement is underway, the challenge to all participants is keeping the initiative moving forward despite whatever obstacles may arise. If major obstacles have been anticipated the task will be easier, but under no circumstances will a new and different experience such as this be easy. Offered below are some tips on keeping the initiative on track.

1. *Expect problems and budget enough time (both calendar time and person hours) to deal with them. Even the most thorough planning cannot account for all contingencies.*

2. *When lack of progress in any one specific area threatens the undertaking, review the original agreement on benefits, particularly those accruing to clients, and the agreement to date, emphasizing where the ability to resolve issues has already been demonstrated.*

3. *Keep in mind that individuals in both organizations have the same kinds of concerns (political, personalities, regulations) and that both must decide how and with what speed to deal with internal issues.*

4. *If unable to resolve an issue that is critical to the success of coordination, don't move ahead until it is resolved (see item 1 above). There is almost never a reason to expect that resolution will become easier in the future.*

5. *Don't let individuals involved in implementing a coordination strategy get so involved in the process of accomplishing it that they forget why they wanted it in the first place.*

6. *Plan the work with a view toward conflicting or competing time requirements. If, for instance, the major activity in preparing for coordination must occur simultaneously with final preparation of the yearly program plan or an agency reorganization, chances are coordination will come in second — and last.*

7. *Once it has been decided that coordination will in fact take place, internal staff of both programs should be thoroughly oriented on what this means for them and what will be expected of them. If staff is involved at the proper time, they are likely to have more of an interest in and commitment to the success of the effort.*

In review, what began as a look at the system of education and CETA has come to discussion of working cooperatively and collaboratively with groups of people. Without question, the relationships between these groups of people represent the most dynamic systems involved in the program development process. When all is said and done, it is the people rather than the system with which we must deal in an effective and humane fashion. It is the people who develop and implement cooperative programs that provide services.

EDUCATION AND TRAINING

Education and training are integrated elements of a single learning process. Most educators would not deny that the development of educational competencies requires the application of skills to knowledge in a way that can only be accomplished through training. Much of the concentrated effort that goes into reading and math skills could be considered training, in addition to instruction in writing, drawing, speech, and in basic social orientations that allow the student to cope.

Beyond these basic skills, other kinds of conceptual skills guide the student through an otherwise bewildering and meaningless universe of information. These conceptual skills, which serve to organize, clarify, and interpret knowledge, include definition, classification, analysis, description, and the ability to explain ideas effectively. Training in this respect focuses on the process of learning itself. Finally, personal and transfer skills—the ability to draw from experience and recognize one's own needs, interests, and aptitudes — make education relevant to the student's everyday life.

Similarly, training is a complex learning activity that makes use of both acquired knowledge and immediate experience to achieve a specific end. Yet training does not terminate with the completion of a task or objective. Training in the use of a single tool or machine immediately implies training in the use of a range of tools or machines — to say nothing of the technology behind the objects themselves. Trainable skills suggest further trainable skills, and it is not uncommon to see skilled workers constantly broadening their area of learning or sharpening their expertise. Prior to the development of a universal system of public education, this integration of training and education in a craft, business, or profession was institutionalized in the apprenticeship system, and in a loose sense it continues today.

As descriptions of a single process of learning, then, education and training are perhaps more alike than they are different. But distinctions based on the social value of training and education persist. For some people, education carries the connotation of breadth and latitude of knowledge as something of a social possession, while training is confined to instruction of a narrower kind. For others, training for a set of skills takes an upper hand as a social value — in medicine, law, engineering, carpentry, road construction, or any other kind of skill that meets a social demand — while general education beyond what is necessary for accomplishing certain ends is aimless or wasteful. Both of these views are unfortunate since they ignore the potential that the learning process offers in advancing skills and broadening knowledge.

Cooperation between CETA and education is bound to come up against these or similar attitudes and must therefore examine and utilize the strengths of both kinds of learning. Programs planned to achieve usable skills and educational objectives can focus on almost any kind of work or learning activity that is appropriate to the abilities and interests of the student. Direct experience in conservation work, for example, has obvious potential for building both knowledge about the environment and skills in forestry or landscaping. Construction work or hospital service are other opportunities for developing necessary vocational skills and experience in problem solving, knowledge of materials, technology, and design. In the same way, commitment to a vocation that meets the needs of the student can determine educational skills that might be valuable beyond the basic skills required for performance. These could include further vocational training or further understanding of the work context in an individualized educational program.

Even when this is not possible on an individual basis, groups of students with similar aptitudes and abilities can benefit from work experience or community-based programs. The educational objectives for private-sector jobs could involve any number of processes associated with the job — manufacturing, communication, construction, design, or transportation. Depending on the interest of the student, the degree of job commitment, and the learning opportunities of the job itself, further study and training could lead to an understanding of interrelated processes — say, in construction, the relationship between materials and design, between design and the function of the building, and so on. While some experiences can be planned, a good deal of learning will require the student to see the implications and connections of his or her work experience.

Perhaps one of the most visible differences between education and training grows out of identification of education with the schoolroom and training with the place or activity of work. These images, or myths, however, fail to consider the changes that have taken place in educational methodology and in private-sector training.

Over the past half century, educational research and technological innovation have contributed to the steady individualization of learning. Even though not reflected in the conventional myth of the classroom, individualization has been responsible for adapting education to special needs and differences in students, discovering modes of teaching that depart from the fixed lecture-discussion pattern, and developing an entire system of guidance and counseling programs. In

each of these areas, education has become more immediately responsive to human development.

In a similar way, the rapid expansion of knowledge and development of complex technologies has made it practically mandatory for businesses and industries to provide extra training and education for employees, either by developing in-house training programs or cooperating with education. More and more, training programs are providing ways for students and employees to pursue further study in fields related to their work.

In effect, training and education have more recently been converging on the goal of individual development. It is not unusual to see many people follow a process of learning that alternates between job training and formal education—each one opening up new opportunities for further growth. Adult education, of course, is based on the premise that people continue to learn and adapt their learning to new life experiences; for young people in school, on the other hand, job training is often an opportunity to gain experience in a real-world setting that adults take for granted.

Training and education can also be exploratory. Work experience is practically the only way to obtain detailed "inside" knowledge of a job or vocation, and educational electives are offered to students for the very purpose of making them familiar with different areas of study or work.

In the context of human development, then, training and education both become tools that the student can manipulate once his or her objectives or career goals are clear. Since many students — especially the disadvantaged — have few well-established goals and marketable skills, CETA and education-sponsored programs can meet student needs in a way that would be impossible for either job training or educational programs to do alone. A former dropout, for instance, might have a particular aptitude for working with children but few basic reading skills. In a program which stressed both training on the job — a Latchkey program or volunteer work in an elementary school — in addition to supervised instruction in reading, it is obvious that the student's interest in children, the opportunity to develop on-the-job skills in child care, and the mastery of basic reading skills would work in combination to motivate learning and open opportunities. This is not to say that such a student would become a junior high school English teacher. Opportunity does not write a predetermined script for human development. Instead, training and education programs supervised by educators and community people who are sensitive to the needs and interests of students can guide and reinforce development in youth.

For this reason, education's contribution to individual development in CETA-sponsored programs includes vocational and career counseling, job placement services, job competence development, employability skill development, special education services, and education for bilingual, migrant, and American Indian groups. CETA services, in return, help students find jobs, provide on-the-job training, assist in vocational exploration, conduct assessments of student aptitudes and interests, and train students in employability skills.

CREDIT

Credit, program completion, and graduation are ways of recognizing successful experiences in the educational process which have come to be viewed as socially significant measures of success within the worlds of learning, working, and living. Many employers and society in general have joined in the tradition of seeing these measures of success in the schools as a stepping-stone to employment.

The recent past has seen a number of factors develop with such rapidity that they have had significant impact on our lives and our schools. The overwhelming explosion of knowledge coupled with vast technological advancements has changed the nature and substance of what we teach and learn. Moreover, the documentation of individual differences in learning styles as well as abilities has necessitated the development of a variety of alternative educational methodologies.

It is perhaps this mixture of tradition and rapid change that causes concern. Quite easily, beliefs are examined, procedures are questioned, and values are reviewed. At such a time, it is often productive to be direct and clearly focused.

Such an approach to the issue of granting credit leads us first to this fact: The granting of credit has, historically, been the province of educators. Today's educators, as the leaders in that process, are quick to assume their rights and responsibilities in determining when to grant credit. Perhaps, then, it is understandable that educators become particularly attentive when CETA legislation encourages "developing policies regarding the granting of credit."

Specifically, in discussing the items to be included in the prime sponsor's comprehensive employment and training plan, CETA of 1978—Title I, section 103(16)—states that the plan should:

Include a description of the procedures concerning academic credit developed in conjunction with the appropriate local educational agency or institution of higher education and approved by the appropriate state education agency (including state agencies responsible for post-secondary education), or, where a prime sponsor's area includes more than one local educational agency, developed in conjunction with and approved by, the appropriate state educational agency.

In brief, CETA requires the state education agency to approve policies concerning recognition of learning relating to a secondary school diploma, a postsecondary degree, or an accredited certificate of completion. This federal legislation requires each local CETA prime sponsor to develop such policies in conjunction with the schools. Following the adoption of policies, each prime sponsor is required to include a description of these arrangements in materials which are submitted to the Department of Labor.

Given this mandate to develop policy regarding the granting of credit, how is the prime sponsor to proceed? In several places throughout this publication educators are encouraged to become acquainted with their *local* prime sponsor, since CETA is essentially a local needs program. In this instance, prime sponsors are encouraged to become acquainted with their *local* school districts, since the granting of credit is, primarily, a local issue. Each local school board has autonomy and latitude in developing and granting credit. As a result, it is essential for prime sponsors to know the policy and process of each local school district.

Naturally, local school districts follow state laws and rules regarding the granting of credit. While these laws and rules provide guidance and minimum standards, local school districts can, and often do, enact more stringent requirements. Even so, a review of state law and rules regarding the granting of credit may be useful to CETA planners and educators alike.

Within the State Board of Education rules regarding secondary school credit, EDU 42 provides:

(1) The basis for a credit course in grades 10, 11) and 12 in all types of secondary schools shall be the satisfactory completion of a course, covering a minimum of 120 clock hours. Length of periods and frequency of meeting will be determined by the local district. Credit units may be divided into semester, trimester, or quarter units by offering courses covering 60, 40, or 30 clock hours respectively.

(2) Credit may be given on a performance basis to any student for any elective course upon successful completion of approved examinations covering the content ordinarily included in the subject.

Additionally, EDU 43 creates a basis for the completion of a secondary course of study in the following graduation requirements:

(a) (1) Each pupil shall have completed fifteen credits earned in the 10th, 11th, and 12th years in required and elective courses.

(2) Such credits shall always include:

(aa) Three credit courses in communication skills.

(bb) A minimum of two credit courses in the social studies field: one credit in studies of America which will include American history, and one credit in 12th grade social studies which will include social problems.

(cc) Nine additional credit courses from the approved curriculum of the local school district.

(dd) One-half credit in physical education and one-half credit in health education which may be waived in adult education programs.

The length of school day is described in EDU 44:

In all classified secondary schools, the minimum length of the school day for each pupil, exclusive of the noon intermission, shall be six hours:

Exceptions to the six hour day may be made as follows:

(a) The State Board of Education may approve community-based programs for all or part of the school day. Employment related, community-based programs in excess of one hour per day shall be supervised by the Vocational — Technical Division. Nonemployment related, community-based programs in excess of one hour per day shall be supervised by the Division of Instruction.

(b) The local board of education may adopt a policy which allows secondary school principals to adjust the length of the school day for individual students provided that:

(1) The student is at least 16 years of age; and

(2) The student attends supervised classes in usual school facilities for not less than five hours per day; and

(3) The secondary school principal must design for each student exempted from the six hour requirement a work-study option or other nonwork experience of real educational value. The secondary school principal shall ensure that the educational program is actually pursued. A written record must be maintained indicating the type of work-study option or other educational experience to be pursued, the reason for the exemption, and the method of ensuring that the program is actually pursued; and

(4) The student's parent has approved the option in writing.

Other state rules provide that any external program (community-based, work-study, etc.) should have prior approval from the local school district and the state, when required, before initiation of the program. The supervision should be provided by the local school personnel who should be qualified and licensed.

A working acquaintance with these laws, rules, and policies provides the understanding that credit can be granted for a broad range of learning experiences if the local school district chooses to do so. This provision for latitude is based on the belief that individual needs must be met, and such action sometimes requires developing individual programs.

In the attempt to develop cooperative policies regarding the granting of credit, philosophies and definitions are as important as laws, rules, and official positions.

Because credit denotes the achievement of general competencies, skills, and personal values, it cannot be narrowly defined. Nor can there be a single method of assessing student learning. Credit for coursework in the schools usually means that a student has achieved a certain level of academic performance and has also manifested such personal skills as a sense of responsibility, social and intellectual awareness, and the ability to make good use of experience.

Before educators and prime sponsors can agree on the assignment of academic credit for various kinds of student learning, however, they must share a common view of learning itself. For years, educators have been aware of the value of academic learning to the student's job or career. Employers have been equally interested in the development of basic skills in employees which improves job performance, effectiveness, and motivation. Even more important to the student or worker, learning contributes to independence and a sense of accomplishment.

Conceived as an interplay of general and specific skills, learning can apply to both education and work performance. Competency in language and math not only encourages further learning as a personal value but also serves as a tool for the realization of specific job-related goals. In turn, the development of particular job-related skills may enlist more general competencies and lead to further learning. In this way, occupational skills and basic educational skills can be considered mutually supportive.

Credit for work experience recognizes this interplay of educational and occupational skills as a valuable mode of learning. But close cooperation is required between educators, community members, and prime sponsors to agree upon appropriate methods of assessment. Educators and their counterparts may decide on one of several models for awarding credit — evaluating an existing job program for its learning potential, combining occupational and basic learning skills in a program involving work experience and in-class instruction, or designing a program for credit with specific educational and work experience goals in mind. Methods of assessment could include on-site observation of student performance, interviews with students and employers, examination of completed products (in, for example, construction work or conservation projects), and traditional methods of testing. Based on the assumption that learning combines both tactical and strategic skills, assessment can focus on the ability of a student to either generalize from a particular set of tasks or put into practice basic principles, concepts, or other kinds of theoretical or experiential knowledge.

While schools once accepted only in-school classroom and laboratory work as progress toward graduation, many school districts have established policies and programs which provide for community-based experiences involving work, social service, and other types of experiential learning. These programs are often cooperative ventures between schools and community resources. Examples of such arrangements include instruction through educational cooperative service units (ECSUs), cooperative centers, vocational centers, special education cooperatives, private and public employers, vocational rehabilitation, Youth Conservation Corps, private vocational schools, and CETA.

Once agreement has been reached on a common view of the learning to be accomplished and appropriate methods of evaluating that learning, programs of work experience or community-based education can apply to almost every aspect of the curriculum and can focus on those students most likely to benefit from participation. Some schools have found that all students can take advantage of a nontraditional educational experience. Other schools have chosen to serve high achievers or gifted students, handicapped students, those who are alienated or economically disadvantaged, or students with other special needs.

As a result, school-recognized learning takes place in the summer and during the school year, in the evening and during the regular school day, in the community and in the classroom. The policies of local school boards have provided for these opportunities. Each board remains in a position to establish policies which allow youth and adults in each community to learn through a variety of experiences.

In some cases, the local education agency chooses not to change credit policies or procedures to accommodate the needs of all students who have been alienated by the system. In these instances, it is possible for a local or regional school board to establish an alternate secondary school to provide instruction related to CETA work experience. Alternative procedures may also be developed for high-school dropouts in which CETA-sponsored educational programs are established and administered by either a postsecondary institution or a community-based organization. The school board might then establish performance or competency measurements to be used as a basis for awarding credit.

In summary, the issue of granting credit for student learning experiences in co-sponsored programs will continue to be negotiated on a case-by-case basis. Change will continue and ideas will modify. Together, education and CETA could provide the next chapter in the development of learning programs.

FUNDING

Educators and CETA program planners are striving to improve opportunities for disadvantaged, handicapped, and unemployed youth. Cooperation between CETA and education in this effort rests unquestionably on a working knowledge of mutual funding sources and regulations. Though program developers in both CETA and education are aware of the types of funding available within their own administrative structures, they also need to know the funding purposes and procedures of their counterparts for coordination to be effective.

More importantly, the pattern of funding can determine how successfully job or career training and education can be integrated. The same or similar programs might be established autonomously by CETA or education and supported by internal funds. Yet without the cooperation that mutual funding reflects, programs which initially seek to combine work and education skills can easily end up stressing one kind of goal over another and thereby fail to meet the broadest needs of their participants. Autonomously operated programs are also likely to duplicate the same kinds of effort at the cost of failure to make the best use of personnel or expertise. Finally, autonomously operated programs simply are not cost effective. More funds are required to administer two small programs than one larger program.

The use of CETA and education funds to support cooperative projects is called *blending*. Blending can entail the pooling of money from several agencies to provide services. Or it can involve maintaining separate budgets with each agency financing the delivery of some of the services necessary to provide a complete program. In appropriate circumstances, blending can benefit all parties: student-clients, the schools, CETA, and the taxpayer.

Coordination of services means that student-clients can receive help—in reading, job placement, counseling, child care, and job training—through an administrative network that is not piecemeal or disconnected. Coordinated programs also reward student-clients in the employment value of the skills they develop and in the educational credit they can earn towards graduation—credit which is valued by employers, postsecondary institutions, and society at large. The needs of economically disadvantaged students are also more likely to be met when CETA and education work together than when the school operates in isolation from CETA.

Schools may also recognize the advantage of combining CETA funds with their own to develop and implement necessary educational programs in occupational preparation, basic skills, and related support services. Furthermore, schools can utilize funds from CETA (or services from other agencies that are funded by CETA) to better serve economically disadvantaged students.

For CETA itself, blending means that fewer federal dollars must be spent in comparison with projects that are not mutually funded. And on a programmatic level, CETA-funded projects or services can potentially become "institutionalized" as part of the educational curriculum or program structure following the initial period of cost sharing.

For the taxpayer, joint funding of programs and services by CETA and education can reduce duplication and provide more effective use of resources.

Once a plan has been developed to assist a particular group of young people in a work-education or private-sector training program, educators and CETA prime sponsors work together to formulate a funding matrix which can be tailored to the project's immediate goals. Project planners, for example, might want to include both economically disadvantaged students and non-disadvantaged students who are handicapped in a program designed to ease the transition from school-centered to work-centered activities. One portion of the total CETA allocation could support in-school instruction, another job training, another the services of a job developer, and another the costs of administration and planning — each linked to related features of differing CETA titles and aid programs. In addition, supplementary funds might be drawn either from general state aid to education or from state or federal funds for specific programs.

Since state aid to education in Minnesota is based on legislative priorities that have been established independent of congressional CETA goals, educators and CETA prime sponsors may blend funds to provide for more comprehensive services. This cooperative blending can integrate two important social ends—the development of individual competencies and self-confidence through education and the assurance of a useful and productive life through work.

Within these general social objectives, the more recently identified needs of the handicapped and of youth who have special learning problems can be adequately met when training is not only directed to their abilities but also to their potentialities. The willingness of educators and CETA prime sponsors to coordinate funding to realize these ends is an assertion of social values held in common.

Funding for either CETA or education follows legislative policymaking and planning. In most cases, CETA allocations can be applied to specific kinds of state aid if programs are compatible with state laws and rules, local school board policies, and CETA requirements. Normally, the details of blending can be worked out between the educator and the CETA prime sponsor, but coordination can only be effective when both parties are aware of the sources and types of funding, the patterns of expenditure, and the availability of funds at any particular time.

Public education in Minnesota is financed by local property taxes, state taxes (including sales tax and individual and corporate income taxes), and federal funds. Of these, state tax sources amounted in 1975-76 to slightly more than half of the total revenue allotted to education; local taxes comprised nearly 40 percent; and federal tax funds amounted to 6 percent. Public education—particularly K-12 and higher education—commonly receives a large share of state tax revenue, most of which is returned to local school districts. About 70 percent of this revenue is distributed to districts through local school boards to meet operating costs. These general-purpose or "foundation aid" funds can be allocated to various programs at the school board's discretion. A second type of funding, consisting of both state and federal revenue, is known as "categorical aid" since it can be applied only to specific and limited purposes authorized by the legislature.

Foundation and categorical aids to education provide a wide range of possible areas for program development, most of which fulfill eligibility requirements for CETA funding (see Appendix D for blending opportunities). In addition to support for regular school and summer school operations through foundation aid, teachers and school administrators can receive categorical aid for projects involving secondary and postsecondary vocational education pupil transportation, school food service, special education, vocational programs for secondary handicapped students, adult continuing education and adult basic education, financial aid for AVTI students, adult vocational programs, and work experience for special needs students. In some cases, funds drawn from two or more categories can be applied to the same program (see Appendix E for a complete listing of educational aids frequently used to blend with CETA funds to support programs).

On the CETA side, funding originates in the enactment of the original 1973 Comprehensive Employment and Training Act, the 1977 amendment to CETA creating the Youth Employment and Demonstration Program, and CETA of 1978, which amended the two earlier acts. Currently there are eight titles in CETA. Title I provides "overall administrative rules" for the entire legislation; Title II focuses on training and transitional employment opportunities for the economically disadvantaged; Title III emphasizes national programs for special target groups (such as Native Americans and migrants); Title IV concentrates on youth employment and training programs and services; Title V continues the operation of a National Commission for Employment Policy; Title VI seeks to provide "temporary employment during periods of high unemployment;" Title VII stresses private-sector training opportunities for the economically disadvantaged; and Title VIII continues the Young Adult Conservation Corps.

CETA funds appropriate for sponsoring joint ventures between CETA and education can be allocated

under several of these titles and may be obtained from serveral different sources. Appendix F lists CETA titles concerned with youth employment education, provides a brief description of the types of programs commonly funded, and designates the agency responsible for allocating funds. While national, state, and local agencies administer these funds, it is important to recognize, particularly for the educator, that the vast majority of programs involving education will be funded by local prime sponsors using monies earmarked for training or youth. In funding, as in all other aspects of program development, CETA is administered locally so that it may be responsive to local needs.

SUPPORT SERVICES

From the perspective of education and training as an integrated process of learning and individual development, the purpose of cooperation between CETA and education is more than simply finding jobs for unemployed or disadvantaged youth. These students or clients must obtain basic skills that will serve them in work and life together—not just for one job but for continuing employment, and not just for immediate needs but for long-range job satisfaction and accomplishment. In these terms, job training becomes as much a personal asset as education, and education determines employment opportunities.

This goal of training and education, however, cannot be realized without first acknowledging the student's or client's immediate needs and providing a network of services to meet such needs. As both CETA representatives and educators are aware, barriers to employment can be both direct and indirect, arising from personal limitations or economic and social conditions. For this reason, CETA legislation covers a variety of services which either directly support the client's training and education—such as child care and health care—or indirectly provide for employment opportunities—such as collecting labor market information or offering employers inducements to hire and train workers.

Not surprisingly, a corresponding network of support services for students has been developed by the school system. Though not necessarily planned, this similarity between the kinds of services mandated by legislation and offered by the schools reflects the dual contribution of training and education to learning and development. Its particular advantage, however, is that students or clients can benefit by services that are either coordinated or that complement one another. For both CETA and the school system, these services are directed at meeting several basic needs.

For example, CETA legislation provides for occupational orientation and counseling for adults and youth who are economically disadvantaged, and for "referral to appropriate employment and training opportunities." The school system generally provides many of these services through counseling offices and through placement specialists.

Additionally, CETA-supported job information services range from assessment centers, which include appropriate job information in conjunction with aptitude and interest evaluations, to school-affiliated transitional services, which provide students with information on the current job market. Again, in the schools job information is usually available through the counseling program. On a broader scale, new AVTI job training programs require a local or statewide survey to determine the need for trained people in a particular field. A state plan for vocational education includes assimilation of statewide data applicable to secondary, postsecondary, and adult vocational education.

Because people often do not know how and where to find work, however, CETA recognizes the necessity of *outreach*—making dropouts and the unemployed aware of employment and training or educational services, and encouraging them to use these services. In the schools, some special education programs employ outreach workers to contact youth who are out of school and to encourage them to complete their education.

Once youth are identified as eligible CETA clients, the legislation calls for CETA-supported work programs, education, and skill training "to prepare persons to enter the labor market" or "to qualify for more productive job opportunities and increased earnings." CETA work experiences are designed to develop occupational skills and work habits. Similarly, the school system also offers employment-related, community-based education and a number of vocational cooperative programs, including those in agriculture, business and office work, distributive education, health, industrial education, service occupations, work experience for the disadvantaged, and VE/CEP.

CETA representatives may provide direct job opportunities by "payments or other inducements to public or private employers" to encourage support for on-the-job training. There is no direct counterpart to this form of incentive for the employer in the school system. For some time, however, school representatives have worked cooperatively with the private sector, unsubsidized public-sector employers, the Department of Vocational Rehabilitation, and other groups which have granted salaries to students in school-sponsored, employment-related programs in the community.

Recognizing the importance of maintaining employment following initial hiring and training, CETA offers services to economically disadvantaged employees to keep them on the job. Education provides a similar service. Vocational cooperative program instructor-coordinators provide instruction and assistance to employed students. Also, in some AVTI programs, students end their training by gaining work experience in full-time jobs. Both of these school-coordinated experiences are designed to provide a transition from school to work.

Meeting the personal needs of clients is also within the role of CETA. Services of CETA which support education, training, and employment include health care, child care, transportation, and housing. In the school system, various health-care services are provided at the secondary and postsecondary levels. In addition to the nurse or school health office, some schools also offer chemical-dependency counseling, and health and safety coordinators serve students in the AVTIs. Child care is provided to young parents in some secondary or AVTI programs which receive funds from various welfare or social service agencies. Some school districts are equipped to transport students to and from their homes and vocational or special education programs in neighboring communities. In some cases, transportation is provided to and from school-sponsored, community-based training programs. In meeting the need for residential support, some school districts provide housing for special education students who need a community setting for productive education and training.

Likewise, for people who are prevented from full-time work because of age or handicap, CETA encourages employers to develop alternative working arrangements, including part-time or "flex-time" employment. Similar arrangements are made for students in vocational cooperative programs who work on part-time jobs in conjunction with school-based educational programs.

CETA authorizes payment of allowances to people who would otherwise receive no compensation for training—as well as allowances for "transportation, subsistence, or other expenses incurred in training or employment." Similar direct support is given to students for their education by the school system through private support grants or community scholarships, higher education financial aid, and state or federal scholarships and grants. The Minnesota State Scholarship and Basic Education Opportunity Grants (BEOG) support students who need help with individual tuition, room and board, books, and transportation.

In addition to meeting these general needs, both CETA and the school system recognize that one of the most imposing barriers to employment or personal development is discrimination. While CETA-sponsored programs are directed to the needs of minorities, the unemployed, and the handicapped, CETA legislation also calls for programs which will counter the effects of sex-role stereotyping in job development and training. In the school system, various programs have been established to make teachers and other school personnel sensitive to sex-role stereotyping in the curriculum. In fact, Minnesota has taken the lead in this area through the efforts of the University of Minnesota Project BORN FREE.

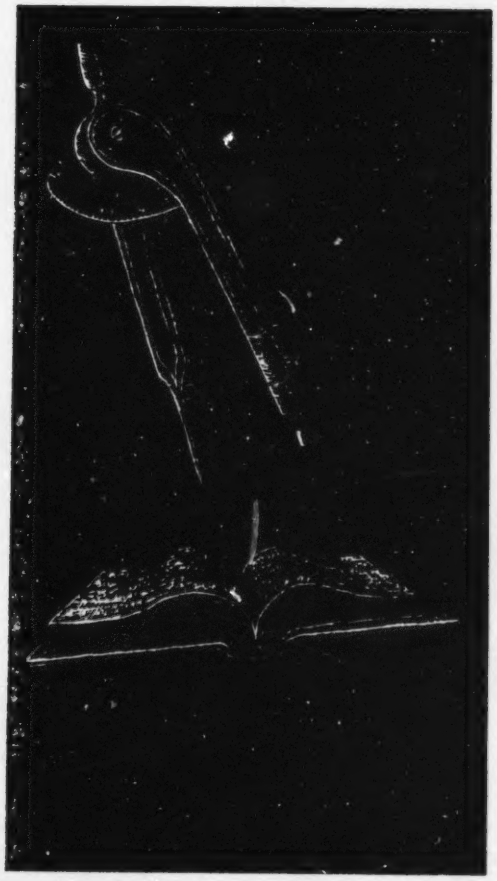
CETA personnel are very much concerned with the long-range employability needs of their clients, just as educators are concerned with the future of their students. To these ends, both systems provide a multitude of services aimed at assisting individuals in becoming independent, growth-oriented human beings.

DEEDS

Deeds are things that have been done. Programs that have been designed and completed or those that are in some stage of implementation qualify as "deeds." Thus, training programs that have been established and services that are being delivered both could be called "deeds."

Attempting to describe CETA/education cooperation is a major undertaking. When one examines what has taken place, several obvious but important facts stand out. First, the history is brief. YEDPA was initially passed in August of 1977 and amended and incorporated into CETA in 1978. While earlier programs addressed the problems of youth unemployment in one way or another, the comprehensive approach of CETA is relatively new and still very young. Second, the program development effort has been broad and expansive. If any single word describes CETA program development it is diversity. This holds true for youth education programs and adult programs alike. Responsiveness to local need has provided a diverse array of programs involving youth, training, and employment.

Finally, with such a brief history and with such a massive youth unemployment problem, it is to the credit of many CETA workers and educators that so many effective and innovative programs have been developed and implemented. Many young people have been helped.



Obviously, it is not possible to provide a comprehensive picture of each of these programs or a complete and fair description of school district and prime sponsor efforts in youth program development. Instead, we have chosen, quite arbitrarily, to describe deeds. The primary criteria for selection was that the program reflect a cooperative effort between the CETA system and the education system. While it is our feeling that there are admirable characteristics in each project, we also believe there are a number of "admirable" programs we have not included. Further, some of the programs described here exist in an identical or very similar form in other areas. Finally, program development and implementations in CETA is so dynamic that we simply are unaware of some programs. Future publications will allow us to feature the efforts of prime sponsors and schools whose work regarding youth employment and training has not been featured in this section.

24

AUSTIN ALTERNATIVE EDUCATION PROGRAM

During the spring of 1978, Austin High School began a project to reach students who had become disenchanted with regular education and had dropped out of school. These students (and dropouts from other schools who had moved into the Austin area) were first contacted and then urged to enroll in the alternative program.

Based on a thorough examination of the educational weaknesses of these former students, the program includes instruction in basic skills—communication, math, and human relations—as well as counseling and vocational training. Staff members consist of a half-time teacher (for each fifteen students) experienced in special learning and behavior problems, a full-time teacher-coordinator who is responsible for work experience sessions, and a teacher aide. In order to help the students meet graduation requirements, the Austin school board has agreed to allow two credits to be earned through half-days of work experience and for one credit to be granted for each 120 hours of in-school learning.

The Austin alternative secondary program follows an established tradition in education of diagnosis and remediation—finding and correcting student deficiencies through personal interview, testing, examination of school records, and consultation with previous teachers and employers. The program integrates basic skills and vocational training in daily classroom sessions of three hours. The teacher-coordinator assists the students in finding jobs, developing career plans, and learning from paid on-the-job experiences. The Southeastern Minnesota Community Action Agency (SEMCAC) administers the payroll function for this and other youth employment programs. In so doing they provide an essential link between the school program and the community. Besides the work experience, instruction includes visits to various community industries and an intensive two-week seminar in career awareness and exploration at the Austin Area Vocational-Technical Institute Planning Center.

The Austin program is supported by funds from the Balance of State Prime Sponsor allocated through the Region 10 Development Commission and by state educational aid.

Prime Sponsor:
Balance of State, Region 10

Schools:
Austin Senior High School

Client Description:
Dropouts

Funding Sources:
CETA—YETP
Education—Foundation Aid
Secondary Vocational Aid

Staff:
Licensed school district teachers

Linkages:
Southeastern Minnesota Community Action Council provides payroll services for students in the program.

70,001

70,001 is a national program designed to help find full-time, unsubsidized work and on-the-job training for unemployed youth between the ages of sixteen and twenty-one who have dropped out of school. Minnesota

has three 70,001 programs operating in five locations. In addition to the Dakota County school districts, students in Hennepin County schools are provided services in two locations. The fourth and fifth locations, in Anoka and Washington Counties respectively, are presently not affiliated with the local public schools.

70,001 emphasizes training a person *in* a job rather than *for* a job that may disappear by the end of the training period. The program concentrates initially on placement and training in entry-level sales, retailing, and service jobs. 70,001 enrollees—called "associates—are first carefully interviewed and tested to help them decide on possible careers. Then they receive intensive training in how to apply for and obtain employment. Once on the job, the associates attend classes during off-work hours in technical subjects relating to the particular job in which they are employed. In addition to these individualized courses, they receive instruction in basic math and communication skills. Coursework completed in 70,001 may be applied toward a high school diploma, depending on the policies of the district in which the associate attended school.

Like other programs that coordinate vocational training and education, 70,001 realizes the importance that achievement recognition has for motivating and challenging young people. 70,001 does this in its youth organization, 70,001 Career Association (SEVCA), whose activities and programs complement and reinforce skills developed in training on the job and learning in the classroom.

Prime Sponsor:
Dakota County CETA
Hennepin County CETA
Quad Counties Consortium CETA

Schools:
Dakota County Vocational Center
Suburban Hennepin County Vocational Center

Client Description:
Dropouts
Court Referrals
Juvenile Detention Referrals

Funding Sources:
CETA—Title II, 1978 (All Prime Sponsors)
Education—Secondary Vocational Aid
(Dakota County only)
Foundation Aid (Hennepin County only)

Staff:
In Hennepin and Dakota Counties, teachers are licensed vocational center teaching staff.

Length of Program:
Ongoing

MOUNDS VIEW NORTH

On the southern tip of the Superior National Forest near Virginia, Minnesota, several high school dropouts spent six months converting a warm-season environmental learning center into an all-year facility. Supported by the coordinated efforts of the Mounds View School District and the Youth Community Conservation and Improvement Project (YCCIP), administered by Ramsey County CETA, this experiment in providing troubled youth with opportunities to develop specific construction skills had several unique features. In addition to its primitive and beautiful location, it removed the young people from a troubled environment, provided a clearly defined set of objectives, and produced a permanent, usable center for community and student learning.

Before beginning construction at the site, the young workers were given instruction in employer-employee relationships, how to live in small groups, and the basics of construction and maintenance. On the job, they installed a new water system, renovated several plumbing installations, replaced sills and frames, in-

Prime Sponsor:
Ramsey County

Schools:
Mounds View School District

Client Description:
Dropouts from Suburban Ramsey County

Funding Sources:
CETA—YCCIP
Title VI
Education—Local school district funds

Staff:
Staff members were provided by Mounds View District funds and Title VI CETA funds

Unique Features:
Students renovated a resort in northern Minnesota.

Length of Program:
One year

sulated the buildings, panelled cabin interiors, finished floors, and painted buildings inside and out. Under the direction of a teacher and a CETA supervisor, the students also lived together in cabins that they had improved themselves. While they received encouragement to pursue vocational or academic interests and complete graduation requirements (or a GED), they also earned salaries for their work and gained experience needed to warrant recommendations for job placement.

This unique project integrated a variety of vocational, interpersonal, and general learning skills in a setting which fostered interdependence and accomplishment. In addition to these immediate personal benefits, the Mounds View North site will have a secondary effect on the education of other groups which will be able to take advantage of this year-round environmental study center.

CANBY DIVERSIFIED INDUSTRIES

Canby Diversified Industries is a job training program for low-ability students in the Canby School District. Funding for the program is provided primarily from the CETA Youth Employment and Training Program (YETP) administered by the Balance of State Prime Sponsor at Montevideo, Minnesota. Supplemental support is received from federal special education funds. The job training program, administered through Canby High School, is reviewed by an advisory committee composed of community residents and industry representatives.

This program has several unique features. Profits from the business are used to purchase supplies and pay student wages. The high school buys supplies, supervises workers, and provides facilities. YETP funds from CETA pay the wages of student program participants who are economically disadvantaged. Income from the sale of products is used to pay the salaries of students who are ineligible for CETA. Both economically disadvantaged and nondisadvantaged youth receive salaries which meet minimum wage laws. No credit toward graduation is granted for the work experience at this time.

Canby Diversified Industries has as its primary purpose the development of social and work skills in educationally mentally retarded (EMR), trainably mentally retarded (TMR), special learning and behavior problems (SLBP), and emotionally disturbed students. Students work in the plant for one to three hours during the school year and five days a week for six-hour days during the summer months. Students may participate in the program for four to five years depending upon their social and work maturity. The plant manager is a teacher from Canby High School and the shop foreman is constantly on the floor of the plant to supervise the students and help create a realistic work environment.

Prime Sponsor:
Balance of State, Region 6W

Schools:
Canby Public Schools

Client Description:
EMR students
TMR students
SLBP students
Mainstream Students

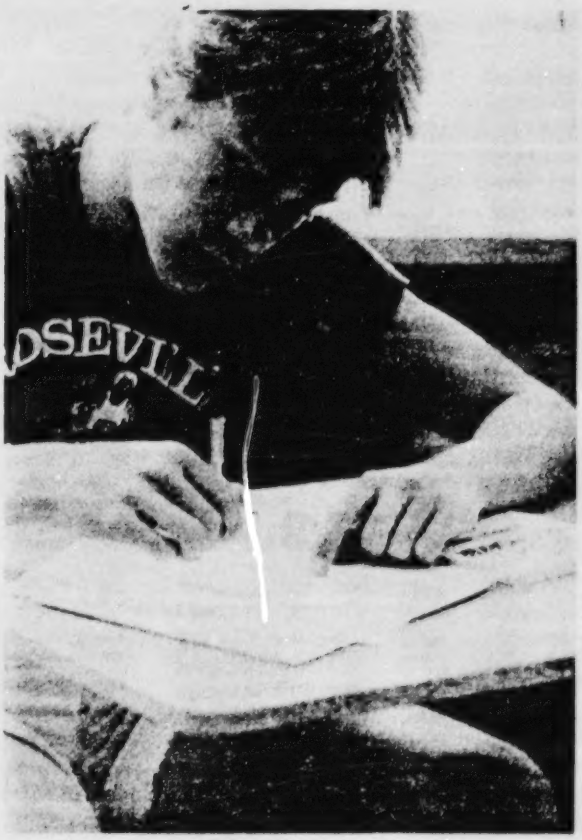
Funding Sources:
CETA—Title II, YETP
Education—Foundation Aid
Special Education Aid

Unique Features:
Students manufacture a product and provide some of the project funds through sales.

Length of Program:
Ongoing

The product presently produced by Canby Diversified Industries is a wooden paper towel holder which is merchandised through an existing marketing and distribution system. The potential for program expansion is good. The close coordination of planning between students, parents, staff, and outside school agencies has resulted in progressive developmental opportunities for program participants. The program encourages students to pursue additional training following successful participation in the Canby job training program.

About twenty special education students participate in the program, and additional community people are also involved in the factory production work. Canby program coordinators believe that marketing of the product is critical in the development of job skills among the special education students. Having a real product and a real factory environment increases the commitment of the special students to the job training program.



SOLO PARENTS

The Solo Parent Career Program is designed to meet the special needs of teenage parents (sixteen to twenty-one) who have dropped out of high school and are raising children in a one-parent home. The program is administered through the Vocational-Technical Education Department of the Minneapolis Public Schools, and funding is provided by a Governor's Youth Programs grant through the Minnesota Department of Economic Security under Title IV of CETA.

Specifically, the purpose of this project is:

To provide services to a group of twenty unmarried high school drop out mothers to determine whether a program, including child care, personal counseling, career education, and individual education program for each participant, work experience in an economy where there is a potential for advancement, can be effective in giving these participants the self-confidence necessary to overcome the disadvantages inherent in their present circumstances.

To achieve this purpose, the program combines the services of many public agencies, including the Minnesota Department of Economic Security, Hennepin County Welfare. The Minneapolis Health Department, the Greater Minneapolis Day Care Association, the Hennepin County Day Care Association, and crisis intervention groups.

Participating young women are offered classes in parenting, are given opportunities to become involved in support groups, and are eligible for child care

Prime Sponsor:
City of Minneapolis

Schools:
Minneapolis Public Schools

Client Description:
Single, high school dropout mothers (16-21)

Funding Sources:
CETA—Governor's 5%
Education—Foundation Aid

Staff:
Licensed school district teachers

Linkages:
Multiple agency involvement:
Minneapolis Public Schools
Minnesota Department of Economic Security
Hennepin County Welfare
Minneapolis Health Department
The Greater Minneapolis Day Care Association
The Hennepin County Day Care Association
A number of crisis intervention groups

28

benefits and transportation aids. Naturally, these features support the basic program components—counseling, education, and work experience—described in the purpose statement.

The program combines school re-entry with assistance in obtaining marketable job skills. Full credit toward graduation is granted for both the classroom and work experience. Upon completion of the program, participants receive a high school diploma and employment with the potential for advancement.

CETA funds are used to pay the salary of a special needs work coordinator who is responsible for the parenting classes, placement of the participants in CETA-funded public-sector employment, and placement of participants in required subjects within the Minneapolis schools. Participants must have a desire to continue their education and the motivation to seek a meaningful work experience.

PLACEMENT TRANSITION SERVICES

To help students make the transition between school-centered and career-centered lives—particularly for the large number who have not had high school work experience—the Lakes Cooperative Center hired a licensed secondary placement specialist in 1978 to serve students in its six member school districts in the Detroit Lakes area. Though placement help is directed primarily at the disadvantaged, all students sixteen to nineteen years old are eligible for assistance; junior high and postgraduate youth receive help on a case-by-case basis. In cooperation with the local prime sponsor, Rural Minnesota Concentrated Employment Program (CEP), the Lakes placement service is based on a tested state model for directing students into jobs or careers suited to their abilities, aptitudes, and educational training.

Major components of the placement service are designed to develop job resources, teach job-getting skills to students, effect job placement, and conduct follow-up studies and evaluations. To make its services and purposes known, the center has begun a coordinated publicity campaign aimed at employers, parents, and students. Information about job opportunities includes brochures from local businesses and community agencies, application forms, current labor laws and employment regulations, and career-related material. Students also receive career counseling from center staff and from cooperating teachers.

To ensure that participants find jobs that are relevant to their education, the placement service is regarded as an extension of the regular school counseling program. However, the specialist must also work closely with representatives of business and industry,

"In cities across this nation, there are young people who bear the weight of every disadvantage that society can deal them . . . . No nation — and not America, above all — can afford to squander a generation . . . . Let us commit ourselves today — here and now — to rid our nation forever of the tragic curse of youth unemployment."

Vice President Walter Mondale
1978 Conference of the National Urban League

Prime Sponsor:
Rural Minnesota CEP

Schools:
Lakes Cooperative Center

Funding Sources:
CETA—YETP
Education— Secondary Vocational Aids

Client Description:
Directed primarily at disadvantaged youth but is available to all students.

Staff:
Vocationally licensed secondary placement specialist

employment agencies, community organizations, and parents—linking education directly with opportunities for employment or continued education. This important function would not be possible without financial support from the CETA prime sponsor and the State Department of Education.

PRE-APPRENTICESHIP BUILDING TRADES PROGRAM

On-site construction experience is one method developed by the Minneapolis Public Schools, City of Minneapolis CETA, and the Minneapolis Housing and Redevelopment Authority (MHRA) to interest disadvantaged students in the building trades as a vocation. Twenty-four high school students have the opportunity to rebuild a house in northeast Minneapolis and receive credit for their work and on-the-job learning. The students, located and identified through CETA outreach efforts, are spending a year on the renovation project. They will get up to two credits for their job experience, two credits in a subject related to the project, and another two credits in general academic subjects. Since students enroll in their local school, all ten Minneapolis high schools can be involved in providing these academic services.

The program is designed to give students first-hand knowledge of a trade (and an early start if they wish to pursue training). It also serves as an introduction to union-sponsored indentured progams and special training at a vocational technical institute. Additional goals are to motivate students to finish high school and give them a sense of responsibility and accomplishment. Another clear benefit of the program will be the immediate commercial improvement of the house and neighborhood.

Funding for this program involves three sources. MHRA provides funds to purchase materials necessary for renovation. The Minneapolis CETA Prime Sponsor provides salaries for the participants and pays one half of the instructor's salary. The other half, as well as foundation aid, is provided by the State Department of Education.

Prime Sponsor:
City of Minneapolis

Schools:
Minneapolis Public Schools

Client Description:
Economically disadvantaged high school students

Funding Sources:
CETA—YETP
Education—Secondary Vocational Aid
Foundation Aid

Staff:
Licensed Minneapolis teachers

Linkages:
Minneapolis Housing and Redevelopment Authority

Unique Features:
This project will renovate (rebuild) a house in Minneapolis. The students will receive graduation credit as well as wages for their work.

WOODBURY WOODLAND DEVELOPMENT PROJECT

Initiated in January 1977, this project to develop a self-guiding nature trail through Ojibway Park in Woodbury, Minnesota, fulfilled the four-year dream of a high school biology teacher and gave ten high school juniors and seniors the chance to work and learn in an integrated program of training, education, and career preparation. The students, eight young men and two young women, received in-class instruction in zoology,

botany, park planning, and construction while they prepared for full-time summer work building the nature trail through grassland, woods, and marshland (part-time work during the school year was also available). The project also included selecting materials for the trail and gathering native vegetation for replanting.

One of the project's educational goals was to inventory plant and animal life in the area and to construct a nature display center. Plant species were marked for observation by younger students and the public at large. Several of those who participated in this cooperative effort by the Quad Counties CETA Prime Sponsor and the South Washington County School District stated that they wanted to develop careers in conservation or wildlife management; for others, it provided skill learning coupled with a direct application of classroom knowledge. All students received one credit in science and two work experience credits under the direction of three licensed teachers whose salaries were paid, in part, by CETA.

Funded by the Youth Community Conservation and Improvement Projects (YCCIP), the Woodland experiment satisfied CETA's objective of giving work experience and skills to needy youth while using traditional educational methods of direct observation and description of nature. Bringing these components of learning together, however, achieved a further end—that of developing accomplishment in youth.

Prime Sponsor:
Quad Counties Consortium

Schools:
South Washington County School District
Woodbury Senior High

Client Description:
High school students most in economic need.

Fund Sources:
CETA—YCCIP
Education—Foundation Aid
Local funds

Staff:
Licensed teachers

Linkages:
City of Woodbury provided assistance in the development of this land.

Unique Features:
Students enrolled in a science course which was related to the work project of creating a nature study area. Students received graduation credit for work and for class.

Length of Program:
One school semester plus summer.

EXEMPLARY PROJECTS

Exemplary projects funded through the Secretary of Labor using discretionary money are often unique and innovative. They attempt to provide leadership for the future by developing programs that are responsive to emerging needs. Since little precedent is available, spontaneity and experimentation are often characteristic of these projects.

While funding for exemplary projects is usually scarce, Minnesota experienced good fortune in August 1978 when the secretary of labor, while searching for forty-eight exemplary youth programs nationally, funded two programs in the state.

Proposals for projects were solicited in four areas: (1) career information, guidance, and job seeking skills; (2) academic credit for work experience; (3) expanded job applicants, follow up on job leads and references, and coordinate the payroll for the SSS projects.

Students Serving Students

The St. Paul Public Schools responded by submitting a proposal entitled Students Serving Students

Prime Sponsor:
City of Minneapolis

Schools:
Minneapolis Public Schools

Client Description:
Unemployed, underemployed and other youth

Funding Sources:
CETA—DOL
Education—Foundation Aid
Secondary Vocational Aid

Staff:
Licensed teachers

(SSS). Basically, this project attempts to improve employment, training, and career development through activities which youth plan and staff themselves. Students who are unemployable or are likely to be underemployed join with other less disadvantaged youth to create in-school jobs that will prepare them for employment.

The project, organized in five areas, is located in different school buildings with staff assigned to each. All secondary youth in St. Paul Public Schools, both income-eligible and non-income-eligible, may enroll. The income-eligible youth are certified at their home schools by staff members of the Center for Youth Employment and Training. They then apply for jobs through the "personnel office," one of the five projects organized and staffed by students. The other four projects consist of a consumer action bureau, a promotion department, a touring theater, and a construction project.

Students working in the personnel office serve the recording, data collection, and business needs of all the projects. By working in the personnel office, they learn the duties and functions necessary for efficient personnel operation. They receive in-school job requests, write job descriptions, assign job placements, interview job applicants, follow-up on job leads and references, and coordinate the payroll for the SSS projects.

The consumer action project takes real consumer problems from members of the public and finds answers for them. The students who work there visit offices of consumer advocates, where they learn about these services and about their rights as consumers.

Students in the promotion department work as an ad agency gathering information for various printing jobs, such as handouts, brochures, and posters. This project is located in two different units of the St. Paul School's Learning Centers.

Students enrolled in the Photo City Learning Center unit of the promotion department use photography, design, and layout skills. Those enrolled in the other unit at the Graphic Arts Center are trained for careers in the graphic arts industry with the opportunity to work in all areas of printing.

In planning and organizing the touring theater, students first have an opportunity to learn acting, movement, voice development, costumes, makeup, lighting, set design, stage management, sound engineering, play research, and review. As they develop the touring units, they learn booking, publicity, promotion, scheduling, audience development and management, house appraisal, and preparation.

The fifth project is a construction center. Here the students develop skills used in the construction trades

"Under CETA, responsibility for providing a flexible and decentralized system of employment and training programs is delegated to Prime Sponsors designated by the Department of Labor at the state and local level. As their name implies, Prime Sponsors have responsibility for the total management of their employment and training programs, a continuous process consisting of planning, operation, and evaluation. The shift of authority away from Washington enables elected officials to provide a realistic response to the needs of the people in their jurisdictions. Eligibility for Prime Sponsorship is limited to units of government with a population of more than 100,000 persons; a state; or a combination of government units which enter into an agreement to cooperatively deliver employment and training programs in a specific geographic area."

Adapted from the May/June issue of the ***Public Administration Review*** *(1976)*

32

and plan and build useful projects agreed upon by the student group.

These jobs for pay developed by youth are real work experiences where students can see results. The students are continually helped with the basic skills required in the jobs by the project staff. In each of the projects, students also learn planning, organization, management, and problem solving — skills which are all transferable to most career choices. As students become sufficiently trained to be employable, vocational counselors find them jobs in the private sector, allowing additional students to enter in-school CETA-subsidized job training programs.

Students Serving Students is attempting to attack the problem of sex-role stereotyping and to create job training opportunities for handicapped and emotionally disturbed students. A youth advisory committee is being set up, as well as an adult advisory committee composed of employers and other community leaders.

In contrast, the Minneapolis Public Schools responded by submitting a proposal in the category of "academic credit for work experience." Actually, this proposal was based on a pre-existing program involving several area high schools in an elective pilot program of "action learning."

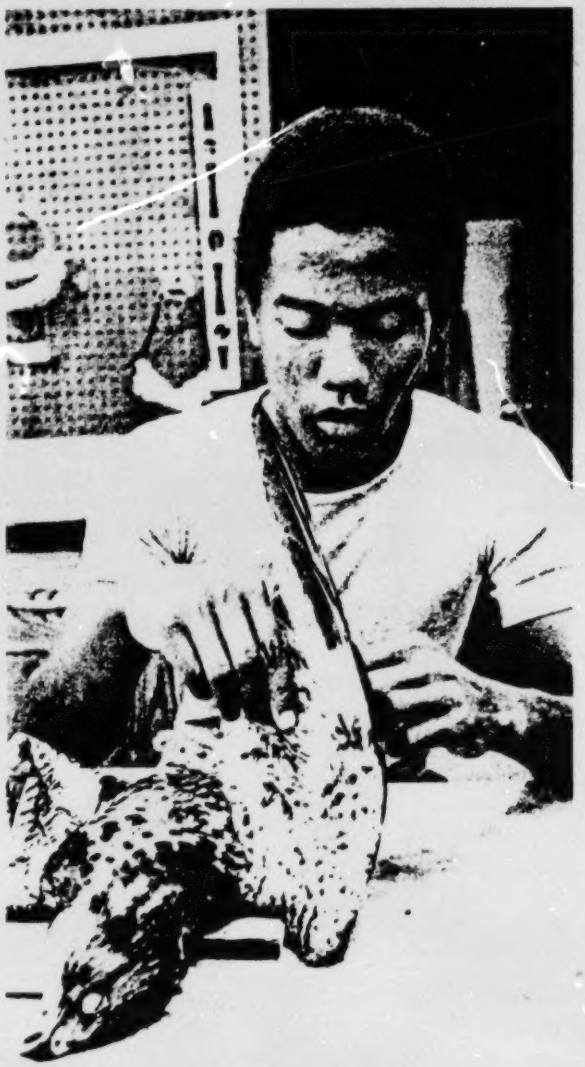
Affirming Our City Together

Project ACT — "Affirming Our City Together" — has attempted to integrate classroom learning with field experiences in other settings, where students can gain an empirical knowledge of subjects they have studied by direct participation and observation. The objectives of action learning are to allow students to apply the knowledge developed in school to relevant activities in the community and to use these community resources to enrich their personal education and the school curriculum.

This action learning idea, expanded and adapted to include the granting of credit toward graduation for work experience, resulted in exemplary funding for a project with ambitious features. For example, under an internship plan in which they could work either in the public sector, the community, or in the school itself (assisting with media production, tutoring, or peer health counseling), students in the program could explore career possibilities while treating their internships as field experience — an extension of regular learning in the classroom. This plan, involving five secondary schools in Minneapolis, stipulates that internships be related to all subject areas and made available to every secondary grade level. This combination of work experience and classroom study is an integration of two important kinds of knowledge: knowing *that* and knowing *how*.

"The democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are unified from the beginning and for all."

Evelyn and John Dewey
School for Tomorrow (1915)



Economically disadvantaged students in the program receive pay as well as credit for work performed, and employers are able to focus on providing learning experiences without concern for the students' financial productivity. Thus students have the opportunity of exploring careers that might otherwise be closed to them — a clear advantage for low-income youth (and potential dropouts) who have learned only about dead-end, low-skill, or low-paying work. Schools also provide immediate assistance to low-income or non-English-speaking students and Native Americans to encourage them to stay in school and complete their education.

RAMSEY COUNTY PRIVATE SECTOR PROGRAM

In 1978, CETA joined with several Ramsey County senior high schools to provide additional assistance to CETA income-eligible and non-income-eligible students in an ongoing handicapped work experience program under the 10-percent experimental component of the Youth Employment and Training Program (YETP). Traditionally, the cooperative vocational programs of these school districts have combined a work-related seminar with on-the-job training in business and industry for disadvantaged students. (In this instance, "disadvantaged" refers to emotional or mental problems rather than economic problems; in other words, the definitions are provided by the schools.) Under the guidance of a licensed instructor-coordinator qualified in both vocational and special education, students are placed in unsubsidized private-sector jobs that are conducive to student learning and provide opportunity for future employment.

The involvement of the Ramsey County CETA Prime Sponsor has made it possible to reimburse employers for up to 50 percent of the salary paid to lower income students in the program in order to offset job training costs. Economically disadvantaged students attend the seminar with the others and receive credit for both the work experience and work-related instruction.

With this student salary reimbursement system, the cooperative vocational program can serve more handicapped youth and provide private employers with an incentive to hire trainable students who normally experience a variety of employment barriers. While this particular program will experience a tightened budget in 1979, the idea of private-sector involvement has received strong support. This program may serve as a model for many program developers.

Prime Sponsor:
Ramsey County

Schools:
All independent districts in Ramsey County

Client Description:
Handicapped, disadvantaged youth

Funding Sources:
CETA—YETP
Education—Foundation Aid
Vocational Handicapped Aid

Staff:
Licensed school district teacher-coordinators

Unique Features:
Students difficult to place in private-sector employment are employed using the incentive of partial subsidization.

CENTER FOR YOUTH EMPLOYMENT AND TRAINING

For many years the St. Paul Schools, in cooperation with Department of Labor employment and training programs, have worked hard at improving the services provided to meet the needs of St. Paul disadvantaged youth and adults. Today the delivery system for these youth services in St. Paul is coordinated through the Center for Youth Employment and Training (CYET). The project is a cooperative venture between the City of St. Paul CETA Prime Sponsor and St. Paul Public Schools.

The success of this program can be attributed to the outstanding cooperative relationship between the prime sponsor and the schools. This relationship has been founded on a basis of trust and openness. It continues to thrive through this mutual respect and the high performance level of both agencies.

Through the use of the administrative network of CYET, staff and administrative costs are spread proportionately among program components. Actual administrative costs for specific programs are usually well below the maximum allowances. As a result, individual program options are comprehensive yet cost effective.

CYET is an umbrella organization which coordinates the network of all youth-school related services offered by the prime sponsor in St. Paul. It has enabled program coordinators to expand existing services within the St. Paul Schools. Funded components of CYET include the Youth Career Exploration and Employment Project (YCEEP) for in-school youth, the Community Improvement Corps (CIC), the St. Paul Summer Program for Economically Disadvantaged Youth (SPEDY), and Youth Community Conservation and Improvement Projects (YCCIP) for out-of-school youth. Each component provides a variety of services to meet the needs of young people in St. Paul.

A diverse network of referral agencies help make eligible youth aware of CYET services. Program applicants (ages sixteen to twenty-one) are evaluated by a career development coordinator when they enter the program. Career Development Plans (CDP) are built for each student using the many CYET program components and other community resources. The ultimate objective is unsubsidized job placement. CYET program staff perform recruitment, selection, enrollment, and monitoring functions for three CETA titles and other youth career and employment programs.

Out-of-school youth are offered three basic options in the YETP program. The first option, GED preparation, is a part-time career employment experience with academic credit. This experience is

Prime Sponsor:
City of St. Paul

School:
St. Paul Public Schools

Funding Sources:
CETA—All school-related titles
Education—Special Education Aid
Secondary Vocational Aid
Foundation Aid
Other educational aids
Local commitment

Staff:
Licensed school district staff

"There are strong feelings on the local level that work programs for youth are not only desirable for meeting the economic needs of low-income young people, but are also necessary to the curtailment of asocial behavior that often accompanies the boredom and restlessness of inactive and financially unstable young people."

Center for Youth Employment and Training
St. Paul Public Schools

available through the career curriculum in St. Paul Vocational Learning Centers.

The second option, alternative schools, is provided for youth who have difficulty with the traditional school setting. One of these, the Career Study Center, is operated by the St. Paul Public School system. A number of other alternative schools are also available to St. Paul youth: the Urban League Street Academy, the Guadalupe Area Project, the Red School House, and the Opportunities Industrialization Center of Ramsey County.

The third option within YETP is the Fair Break Program for youth who have problems with basic educational skills. This computer-based education program focuses on teaching math, reading, and language arts. It seeks to create access to meaningful employment for unemployed dropouts and prepare them for the GED. Paid, unsubsidized work experiences are completed in the private sector by program participants. Work and behavior problems are identified and addressed in this somewhat protective work environment where participants can build work histories to obtain permanent employment. Program developers are encouraged by the active participation from the private sector in this program for disadvantaged youth.

These programs are only a representative sample of the total St. Paul program effort. Summer programs, a Community Improvement Corps, and a number of other programs have been designed and implemented throughout the system.

Continuously and cooperatively, the school district and the prime sponsor have worked to provide a comprehensive program that features a variety of options across a broad spectrum. In so doing, they have created a service delivery program capable of dealing effectively and efficiently with the individual needs of each client-student.

GLACIAL RIDGE

To provide some continuity and coordination across school district boundaries but within the boundaries of a cooperative center, Glacial Ridge Cooperative Center (GRCC) has become involved with the Youth Employment and Training Program (YETP) within its six member school districts.

Developed in conjunction with the Balance of State Prime Sponsor, Regions 6W and 6E, Glacial Ridge work experience programs are targeted for economically disadvantaged students who need an alternative program as an incentive to remain in school. Each of these YETP work experience programs in the various districts is designed to meet the needs of students within those districts. These students are supervised by two

Prime Sponsor:
Balance of State Region 6E

Schools:
Glacial Ridge Cooperative Center

Client Description:
Economically disadvantaged high school students

Funding Sources:
CETA—YETP
Education—Secondary Vocational Aid
Foundation Aid
Vocational Handicapped
Local commitment

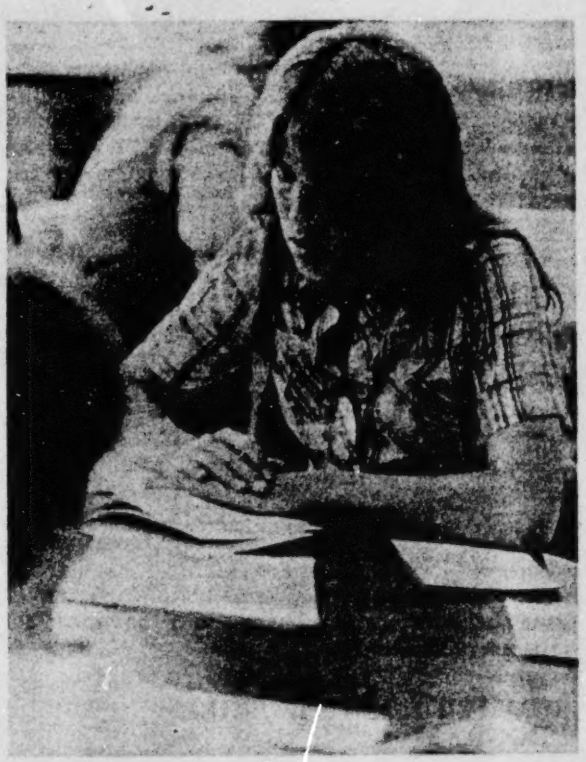
Staff:
Licensed school district and cooperative center teachers

center teacher-coordinators as well as school district staff from Willmar and New London-Spicer. Students are placed in jobs with willing public agency employers, and their salaries are paid by YETP funds.

The work experience portion of this YETP effort is offered at all six schools, but the transitional services available at each school vary according to the need identified within that district. For example, the Clara City program served as a test site for a job acquisition seminar for all seniors. The seminar focused on job-seeking skills, including interviewing, resume preparation, and locating a job. This seminar may be used by all GRCC member schools in the future.

The Kerkhoven-Sunburg Public Schools, on the other hand, expanded their career and occupational information during 1978. This information is available to all high school students in the district, assisting them to explore, make, and evaluate career decisions.

This program allows each school to meet the needs of its individual students while providing for coordination between school districts. With the involvement of the coop center, each district — particularly the smaller districts — is able to provide services which would otherwise be unavailable.



YETP-SCHOOL INTEGRATION

"Work experience for disadvantaged" programs and YETP programs operated in high schools are often very similar. Many of the same students could qualify for either program, and the school coordinator is usually trained to supervise the learning for either set of students. Yet in many locations these programs have been separated rather than integrated, and this results in additional administrative and staff costs. The Dakota County Prime Sponsor and the Rosemount School District are examples of agencies who do *not* duplicate each other's YETP and work experience program services. Instead, each supplements the others' services.

Students who are economically disadvantaged and eligible for placement in a "work experience for disadvantaged" program are employed in the public sector through YETP funds or assisted in finding employment in the private sector. Those students who enter the program relatively unskilled in seeking and keeping jobs are selected first for the public-sector jobs. Through the career development class in which each student is enrolled (or through on-site supervision), the coordinator assists the student in developing the skills necessary to find a job in the private sector. Additionally, the coordinator creates an environment helpful in providing emotional support to these students.

Prime Sponsor:
Dakota County

Schools:
Rosemount School District

Client Description:
Economically disadvantaged high school students

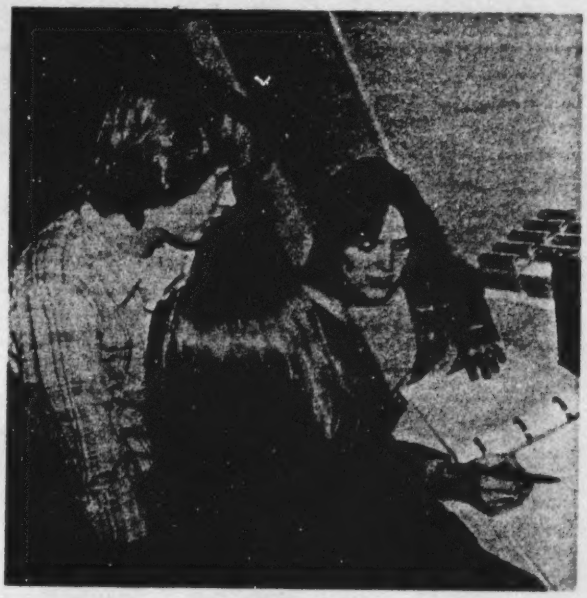
Funding Sources:
CETA—YETP
Education—Foundation Aid
Secondary Vocational Aid

Staff:
Licensed school district teacher-coordinator

Unique Features:
YETP program integrated with school work experience program.

Although economically disadvantaged students are eligible for placement in CETA-subsidized public-sector employment, a goal of the program is to assist students to develop a level of work competence at which they become capable of finding and keeping an unsubsidized private-sector job. The CETA-subsidized employment is used as both a learning vehicle and a financial resource for the students most in need.

Moreover, the program has been successfully integrated into the mainstream of the educational program at both Rosemount and Apple Valley High Schools. While serving economically disadvantaged students with subsidized employment, the career development class is offered as a work-experience, career-exploration seminar to any student in need of that service. Students, both economically disadvantaged and nondisadvantaged, take the same course and receive the same high school credit for the same kind of experience. Yet this experience is flexible enough to meet the special needs of the economically disadvantaged students. The high level of cooperation and trust between the Dakota County CETA Prime Sponsor and Rosemount School District personnel has made this program possible.



SUMMER LIFETIME SKILLS PROGRAM

During the past two years, handicapped students from White Bear Lake School District and from Special Intermediate School District 916 enrolled in a six-week summer work experience program designed to develop permanent skills and achieve personal responsibility and independence. These educationally mentally retarded (EMR) and trainably mentally retarded (TMR) students worked at Cambridge State Hospital during the day and lived in cabins on nearby Spectacle Lake under the supervision of trained special education personnel who promoted their personal growth through the accomplishment of regular daily duties and activities.

The goal of the program was to bring each student up to his or her potential for life-long independence by integrating work and social life away from the student's home and family. Each student also received a salary, some of which were funded by the Ramsey County Prime Sponsor. All students were paid through an in-house banking procedure monitored by the staff. Students became familiar with — and responsible for — personal finances, savings, and budgeting as part of their social learning tasks. They also performed other essential duties — buying groceries, cooking, housecleaning, and washing clothes — while learning to function individually and in groups. On the job, they assisted the hospital staff in tasks ranging from kitchen work and maintenance to support of the nursing program. Leisure time activities included swimming, field trips, visits to a nearby lodge, and organized recreation.

Prime Sponsor:
Ramsey County
Quad Counties Consortium

Schools:
White Bear Lake Senior High School
Intermediate District 916

Client Description:
EMR youth
TMR youth

Funding Sources:
CETA—SPEDY
GYP
Education—Local funds
Summer School Aid
Secondary Vocational Handicapped
Special Education Aid

Staff:
Licensed special education teachers
Vocational rehabilitation counselor intern
Paraprofessional camp counselors

Linkages:
Division of Vocational Rehabilitation

38

Funds for student salaries in the Summer Lifetime Skills Program were provided by Ramsey County CETA, the Quad County CETA Consortium, and the Division of Vocational Rehabilitation. Educational program costs were met with aid from Special Education, Secondary Vocational Education, Summer School funds, and Ramsey County CETA. The teachers' salaries were paid by the school districts. Coordination of these agencies reflected the vocational and social objectives of the program and allowed retarded young people to develop their skills at full-time employment in an environment which fostered independence, decision making, and good judgment.

DULUTH SUMMER WORK EXPERIENCE PROGRAM

Sixty-five high school students in Duluth who needed help in finding employment signed up for this program of weekly four-hour seminars and entry-level job experience. The City of Duluth Prime Sponsor, working with the Duluth Public Schools, provided work settings ranging from a physics laboratory at the University of Minnesota-Duluth to a county-operated nursing home.

The teacher-coordinators conducted seminar sessions, met with parents, and made visits to job sites. The students explored self-management techniques, methods of getting jobs, post high school vocational planning, and a variety of personal skills labeled "job search, seizure, and survival." In-class time was also devoted to helping students identify their personal vocational aptitudes using the Picture Interest Exploration Survey (PIES) and the Armed Services Vocational Aptitude Battery (ASVAB).

Students attending the seminar could gain a half credit for participation and another half credit for completing a successful work experience. At the end of the program, more than 90 percent of the students stated that the weekly sessions had been valuable and that the aptitude and interest surveys had been particularly useful. Parents of the students also shared this favorable opinion of the summer program.

In addition to regular state summer school aid and secondary vocational aid, the project received funding from the Summer Programs for Economically Disadvantaged Youth (SPEDY) and the Governor's Youth Program (GYP).

Prime Sponsor:
City of Duluth

Schools:
Duluth Public Schools

Client Description:
Economically disadvantaged and nondisadvantaged

Funding Sources:
CETA—SPEDY
GYP
Education—Summer School Foundation Aid
Secondary Vocational Aid

Staff:
Licensed teacher-coordinators

VOCATIONAL ASSESSMENT CENTERS

Self-awareness is a prime component of career development. Often student-clients simply do not know or understand their abilities, aptitudes, and interests, or how to utilize them in the labor market. In response to

this need, an expanded emphasis in recent CETA legislation is the "personalized employability plan," which includes a comprehensive assessment of an individual's "skills, interests, and career objectives." Designed to assist people in determining their strengths and weaknesses, the plan is also useful to CETA counselors in assisting clients in entering the most appropriate training or employment program.

The Region III Vocational Evaluation and Exploration Center provides these assessment services to clients. As its name suggests, this center systematically evaluates the vocational aptitudes of people who are either marginally or severely vocationally handicapped — public offenders or those who have physical or mental disabilities.

According to the degree of client handicap, the center offers three related kinds of service: a comprehensive two-week evaluation, a one-week career exploration program, and day-to-day career exploration. All include some form of diagnostic testing to determine academic achievement, aptitudes, abilities, and interests. Clients then receive "hands-on" experience at one of fourteen work stations where they explore their abilities in such tasks as drafting, plumbing, pipefitting, carpentry, sheet metal work, medical services, data calculation, and production machine operation. Psychometric test results and performance on the work stations are analyzed and consolidated into general occupational profiles.

Following these diagnostic and vocational exploration tests, center staff members advise clients on career and training possibilities best suited to their needs and abilities. Additional information and guidance consists of job descriptions, detailed explanations of job duties, analysis of future employment prospects, training requirements, and salary levels — all available through such center resources as the Occupational Outlook Handbook, the Minnesota Job Bank Microfiche System, and the Minnesota Occupational Information System (MOIS).

The Region III Vocational Evaluation and Exploration Center is a good model for further development of individualized and comprehensive assessment programs. While such programs are mandated by CETA of 1978, education naturally has a vested interest. Diagnostic testing, vocational exploration, and counseling have long been concerns for educators. The mutual interest of CETA and education in these areas has already stimulated discussion regarding cooperative efforts.

The Balance of State Prime Sponsor has also been involved in developing cooperative efforts in several different schools. For example, Balance of State Prime Sponsor Region 6E has assisted in developing an

Prime Sponsor:
Region III Consortium
Balance of State
Region 10
Region 6E and 6W

Schools:
Red Wing AVTI
Willmar AVTI
Austin AVTI
Niwi-Nayawshing Vocational Center

Funding Sources:
CETA—a variety of funding sources
Education—Postsecondary Foundation Aid
Vocational Special Needs
Categorical Aid

". . . I just got tired of it one day. I felt I was going to crack up, just blow it. I said, 'Look, I'm tired. You take this job; you just take it and shove it,' and I walked out of the shop. I didn't have any money; I didn't have anything, but I couldn't feel too bad about it, or the least bit frightened. I was aware that I hadn't had anything all my life. I'd had jobs, money, and expensive clothes, but I still hadn't had anything."

Claude Brown,
***Manchild in the Promised Land** (1965)*

assessment program in the Willmar AVTI which is partially funded through the Division of Vocational Rehabilitation. The same prime sponsor, in Region 6W, provides assessment services cooperatively with the Montevideo schools. Again in the Balance of State prime sponsorship, but provided by the Region 10 Development Commission, CETA assisted in establishing an assessment center in the Red Wing AVTI. It has also been working with a consortium of AVTIs, including Austin, Faribault, Rochester, and Winona to develop cooperative assessment programs throughout the remainder of the region.

CETA's increased emphasis on assessment promises to develop a variety of new programs.

HENNEPIN COUNTY YOUTH PROGRAMS

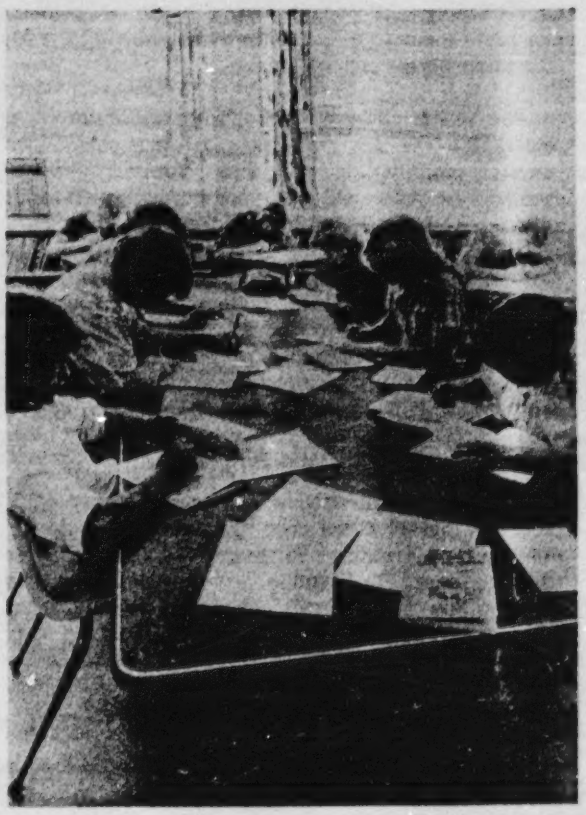
The Hennepin County Department of CETA Services has five major service components within the Youth Employment and Training Program (YETP). The programs are designed to provide comprehensive employment and training opportunities for in-school and out-of-school youth. Two of these programs work closely with the schools, while the other three work peripherally with education.

In-School Program

The program for youth still in school is targeted for 150 potential dropout high school youth (ages sixteen to seventeen) who are disadvantaged. These students are encouraged to fulfill the educational requirements of their school district. An in-school teacher-coordinator helps each student plan a schedule; some school districts provide tutoring in basic educational skills and learning disabilities. Each school district is responsible for recruitment, intake, and eligibility functions.

Through cooperation between CETA and the independent school districts, all participants are provided with subsidized part-time employment. Every effort is made to offer employment opportunities which complement the career interests of program participants. Each school district assigns the job development and placement functions to an in-school teacher-coordinator. CETA staff provide technical assistance upon request.

All participants attend weekly World of Work workshops. Among the topics covered at these sessions are intensive basic job skills, vocational testing, labor market information, educational training opportunities, basic communication skills, and occupational resources. Two CETA client coordinators manage the workshops in each participating school district. These coordinators meet regularly with the in-school teacher-coordinators to maintain good communication on program activities.



Prime Sponsor:
Hennepin County

Schools:
Suburban Hennepin County Independent School District
Suburban Hennepin County Vocational Center

Client Description:
Economically disadvantaged youth

Funding Sources:
Varies with each school

Staff:
Licensed teacher-coordinators

CETA staff make personal visits to job sites, contact prospective employers, and provide individual counseling to program participants.

The prime sponsor and teacher-coordinators are responsible for the movement of participants into summer employment programs. Summer jobs are secured through CETA programs, youth-serving agencies, and private employment services.

One of the unique features of this program involves the planning and administration of the education component. While prime sponsors often have looked to the schools for leadership in developing education components, in this case Hennepin County CETA has provided the direction and design.

Apprenticeship Training Program

In contrast, the second Hennepin County CETA program that is allied with the schools — the Apprenticeship Training Program — has relied on educator input for training program design and implementation. Under this program, training in the culinary arts is provided for ten out-of-school youth (ages sixteen to twenty-one) in suburban Hennepin County AVTIs. These youth must have a GED or high school diploma.

Following the six-month Cook/Chef Training Program, participants are referred to prime sponsor vendors who develop an on-the-job training program for each student. Students are paid while attending classes and during the actual work experience.

The other three major service components within YETP in Hennepin County include the Social Internship Program, the Peer Counseling Program — Phase I, and the Peer Counseling Program — Phase II.

Basically, these components provide youth with opportunities to develop skills and understanding while working in human services. Linked with community-based organizations and involving issues which are primary and current concerns of youth, these programs are intended for young people who are out of school. Even so, the opportunity to coordinate these services and experiences with schools as well as with community-based organizations provides exciting program possibilities.

SUMMER PRE-VOCATIONAL PROGRAMS

Although students with the lowest grade averages and the poorest attitudes toward school are the least likely to take advantage of postsecondary training, they are often the very people who need training the most.

"The study is based on analysis of recent trends in youth unemployment from published sources and on additional analysis of a national sample of young people 16 to 19 years of age who were followed longitudinally over a seven-year period in the late 1960s and 1970s. Several important findings emerge from the analysis. Among the most significant for public policy are:

1. *Unemployment of out-of school youth does have a 'hangover' effect. Those who have unfavorable early labor market experiences are less likely than others to have favorable subsequent experiences, education and other background characteristics held constant.*
2. *Education and training have a significant positive effect upon the employment and earnings of youth, by race and sex.*
3. *Tight labor markets in the 1980s will reduce youth unemployment from its record levels in the mid-1970s, but will not eliminate it. A substantial structural difference between youth and adult unemployment will persist.*
4. *Demographic trends leading to a reduction in the youth population will reduce the visibility of youth unemployment in the 1980s, but not for blacks. Reductions in the black youth population will lag behind those for whites."*

Arvil V. Adams and Garth L. Mangum,
The Lingering Crisis of Youth Unemployment (1978)

In northern Minnesota a CETA prime sponsor and seven of the AVTIs have become aware of the high school graduate with needs so special and skills and attitudes so low that his or her chances of completing a postsecondary training program are slim.

These AVTI students receive an early, individualized start in their vocational schooling from a series of prevocational programs which integrate vocational exploration, remedial academic training, and social learning activities. The four-week summer programs are designed to give poorly motivated students an incentive to set career goals and to complete the needed post-secondary training with an increased competency in basic learning skills and improved self-awareness.

The vocational awareness component of the program consists of a two-phased introduction to job choice and training which recognizes individual needs and aptitudes. Students are first given a survey of vocational possibilities and then receive classroom instruction or shop experience in a chosen subject. Selections can be made from a broad number of vocational offerings under categories ranging from business management and office training to auto mechanics, construction, and health. At the same time, the academic component reinforces basic skills in math, English, and study activities. The third component, social learning, provides individual and group sessions which combine personal skills with identification of community resources available for financial, medical, or social assistance.

Specifically, the Rural Minnesota CEP Prime Sponsor provides funding for a counselor-advocate for economically disadvantaged students in each of the seven AVTIs in the prime sponsor. These counselors assist students to stay in school by helping students find housing, arranging for transportation, and providing for child care and other support services necessary for success in an AVTI job training program.

The advantages for the student are many. The increased self-awareness provided by a vocational preference survey and then by actual sampling of the chosen area facilitates goal setting and increased self-confidence. Secondly, students are assisted in developing more positive attitudes about schools and their ability to survive in them. Third, students receive remedial assistance to increase their basic skill levels and thus their chances of program completion. In addition to these vocational, academic, and personal opportunities for growth and development, students are given a chance to earn a minimum wage while they learn — a component essential to attracting low-income youth.

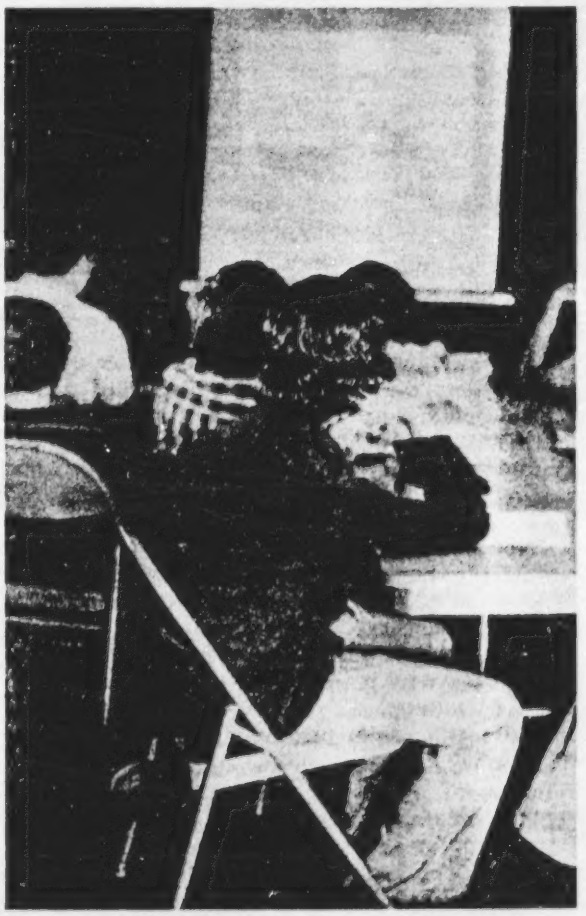
Prime Sponsor:
Rural Minnesota CEP

Schools:
Lakes Cooperative Center

Client Description:
Economically disadvantaged students

Funding Sources:
CETA—Title II (1978) YETP
Education—Special Needs Vocational Aid
Postsecondary Foundation Aid

Staff:
Licensed teacher-coordinators



DULUTH AVTI TRAINING PROGRAM

In a Duluth AVTI building, wall murals depicting the advent of radio and mass production provide a backdrop for developing modern employment skills.

The primary goal of this program is to provide comprehensive employment training for area residents in response to area employment needs. An advisory committee of area residents helps generate curriculum for each occupational program offered. The need for training people in specific areas is documented, in part, through these advisory committees. Community support has been vital to the success of these training programs.

Classes are taught by licensed AVTI instructors who work with postsecondary job training students and assist others with the completion of the GED. AVTI staff reserve space for CETA-eligible student-clients in each of the training programs. In turn, the AVTI is reimbursed by CETA for services rendered.

Funding has not always been as certain. In fact, the history of funding for the downtown Duluth AVTI campus can only be called remarkable. At one time the campus was labeled a Skills Center and was funded through the Manpower Development Training Act. While skill centers were common throughout the country, most of them folded when Manpower funds became scarce. Creative funding work by the program administrators in Duluth, however, allowed the center to remain open and continue to develop training programs that service economically disadvantaged people.

Presently, funding for the program comes from the AVTI system, the prime sponsor of Region III, and the City of Duluth Prime Sponsor. This successful blending of CETA Title II funds with foundation and categorical educational aid has resulted in the expansion of school programs which service a large region of the state.

Not only does the financial support of two prime sponsors for one educational program provide a unique funding situation, it also gives larger numbers of CETA-eligible clients improved services. In particular, coordinators have been able to develop individualized learning plans for program participants because of this broad-based support. Such individualized instruction is crucial to success in programs for the economically disadvantaged.

STIP

The Skill Training Improvement Program (STIP) is a pilot project funded with discretionary money from the Department of Labor. Its primary purposes are to:

"What is called for now is a synthesizing of these various forms of work experience: the traditional vocational education programs, the school-arranged work-study and cooperative education programs, and the extensive work that student are arranging for on their own."

Willard Wirtz and the National Manpower Institute,
***The Boundless Resource** (1975)*

Prime Sponsors:
City of Duluth
Region III

Schools:
Duluth Public Schools

Funding Sources:
CETA—Title II (1978)
Education—Postsecondary Categorical Aid

Staff:
Licensed AVTI staff

44

1. Improve the quality and increase the level of skill training provided under CETA.

2. Provide low-income, unemployed workers — particularly those displaced due to technological change or other economic factors and those with obsolete or inadequate skills — with new skills by which to obtain permanent unsubsidized employment, and, where appropriate, to improve the skill levels and career opportunities of currently employed low-income workers.

3. Meet industry needs for specific skills as determined by the industry.

4. Increase private-sector participation in the design and operation of employment and training programs.

A basic requirement of STIP is the participation of the private sector in designing the program and in maintaining oversight of program operations. The law does not prescribe any particular design or model for accomplishing private-sector involvement in skill training; rather, it encourages innovation in prime sponsors' program designs.

Just as noteworthy as the private-sector involvement in STIP is the cooperation between CETA and education in delivering STIP services to clients in various parts of Minnesota. The Balance of State Prime Sponsor, which covers an immense geographic area, is an example of a prime sponsor that has received funds to train 295 eligible clients. To deliver these services, the prime sponsor has contracted with eight area vocational-technical institutes. Together, these eight schools are providing STIP-funded training programs in nine areas:

Energy conservation technician

Solar energy technology

Phototypesetting

Fiberglass lamination

Sales marketing management

Plant maintenance supervisor

Graphics equipment maintenance

Banking/finance specialist

Graphic arts technician

Since the AVTI system can provide a variety of training programs across a large geographic area, and because it is flexible and responsive to students' needs, it is an ideal partner for CETA in delivering STIP. The results of this partnership in Balance of State will be 295 well-trained, employable people whose starting salary will be well above the minimum wage.

Prime Sponsor:
Balance of State

Schools:
Several school districts

Clients:
Low-income, unemployed workers

Funding Sources:
CETA—Department of Labor Discretionary Funds
Education—Postsecondary Foundation Aid
Postsecondary Categorical Aid

The deeds listed above provide only a beginning description of cooperative program development. In various locations in Minnesota, local CETA prime sponsors and educators have created a broad range of programs which meet the needs of youth. The services listed below have all been taken from various programs currently in existence within the State of Minnesota. CETA and education have provided services designed to assist youth through all phases of career development.

Diagnostic Services

1. Youth and adults are able to obtain assistance in identifying their abilities, interests, and needs and help to relate those characteristics to the labor market.
2. Youth are tested to determine their level of basic skill development. Funds are provided for more extensive diagnosis of learning disabilities as well.
3. Personal counseling and evaluation services are available in many locations. Chemical dependency evaluations are also provided.
4. Outreach workers are employed to locate disadvantaged youth within the community who may be in need of any of these services.

Career Information Services

1. Career resource centers have been created to fulfill the occupational information needs of youth and adults. These centers have been staffed and fully equipped with materials.
2. Minnesota Occupational Information System terminals are available at many sites throughout Minnesota because of CETA-education cooperative efforts.
3. Career exploration courses for youth are being offered during the summer and during the school year in response to CETA-YETP programs.
4. Field trips and resource speakers are both being utilized within schools in a variety of CETA-education projects.

Education and Training Services

1. In a number of locations throughout the state, alternative schools have been created to provide for the needs of potential and actual dropouts.
2. Evening courses for makeup credit have also been established for this target group.
3. Remedial reading and other basic skill courses are providing youth with an opportunity to develop needed skills not previously obtained.
4. Students are being tutored through the use of computers.
5. Students are being tutored in preparation for the GED examination.
6. Programs exist to prepare students of low ability to successfully complete advanced vocational training.
7. Secondary and postsecondary vocational cooperative on-the-job training programs are combining their services with those of CETA to provide a more comprehensive set of services to a larger population.
8. Equipment to operate new vocational training programs has been made available to a number of AVTIs.
9. Curriculum guides have been developed by school district teachers for CETA-education summer or school-year programs.
10. A science course was developed and the teacher's salary was paid (by CETA) to teach students the conservation information and abilities necessary to implement a YCCIP project.

Employment Services

1. In many schools, placement specialists serve the needs of unemployed students.
2. These placement specialists are assisted occasionally by job development specialists.
3. Work experience subsidized in total or in part by CETA is available to many students. These jobs in the public or private sectors are combined with school staff supervision and instruction.

Physical Support Services

1. Child care services are provided for children of CETA-subsidized workers.
2. Transportation is provided to CETA-eligible youth when this becomes a concern.
3. Tuition funds for postsecondary education are being provided by CETA.
4. Services to single parents are provided so that their training or employment may be possible.

Emotional Support Services

1. Counselor advocates assist youth in coping with a multitude of issues relating to their school, personal, or work life.
2. Job coordinator-supervisors provide many liaison services to various agencies or institutions on behalf of youth.
3. Chemical dependency counseling is available to individuals in need of these services.

4. Peer counseling programs provide emotional support systems for youth attempting to overcome employment and educational barriers.

5. Single—parent programs provide emotional support systems for youth during an often critical stage of their lives.

DREAMS

Dreams are things that have not been done. They are the deeds of the future. They are the programs that will be developed next month or next year in response to the pressing and changing problems of youth training and employment. The programs of today adapted for tomorrow qualify as dreams. So do the extravagant and "far-out" ideas of the most inventive thinker.

Dreams are images of the future. Most people have hopes, aspirations, and dreams for their personal and work environments. For educators and CETA staff involved in cooperative programs, these dreams might suggest new or expanded programs designed to attack the pressing and changing problems of youth training and employment.

To catch a glimpse of the future and consider the kinds of programs that might be developed, we can use several different approaches. Naturally, the "dreams" of the program planners and developers in the field are essential. After all, they work at the grass-roots level, are in constant contact with students-clients, and have a practical appreciation for "what can be, what might be, and what will never be."

18

There are planners and developers in both education and CETA. Youth planners, other CETA employees, and educators were approached very directly with "dream" questions: "If all things — people, planning, time, need, resources — were right, what are the programs you would like to develop? What are the programs you 'dream' of doing?" The responses, while not gathered with the rigid discipline that scientific research demands, provide insight into the concerns and ideas of the people who are directly responsible for program development at the local level — the CETA planner and the educators.

Not surprisingly, the responses revealed a broad range of dreaming as well as a difference in the style of dreaming. While some people talked of detailed, well-organized, and very complete plans, others shared the seeds or very beginnings of dreams. Both, of course, are quite useful. While some dreamed programs that were the "next step" in program development, others dreamed well into the future. Some people envisioned programs that centered on people; others were concerned with administrative efficiency. All were genuine in their concern for developing cost effective programs to meet the individual needs of youth.

Specifically, many of the respondents generated ideas that centered on improving service delivery by improving the system. One youth planner discussed the need for coordination between CETA, the private sector, education, and a variety of community-based organizations. He felt that the present fragmentation of programs could be eliminated with such an effort. Another planner described an integration of all youth employment programs, regardless of funding sources and administration. Other "system" ideas included an open access school that operated on a flexible "need-centered" calendar, a competency-based credit system, an agency-based "clearing house" for student-client needs, and a system of granting credit that recognizes all learning. Finally, several dreams were generated that addressed the need to develop education systems and work systems that provide options for human beings.

Another group of dreams revolved around programs for personnel who deliver services. One of the youth planners is working with the local school system on a program that provides experience for personnel as licensed teachers and as CETA youth workers. Students learn that teachers function in the community while CETA workers become even more concerned with learning. Through this interchange, personnel gain valuable insight and broadened skills. Other personnel dreams included placing liaison workers in both schools and CETA offices, providing support groups for staff members, and teacher training and retraining programs to enable educators to better deal with the problems surrounding youth unemployment.

A third group of dreams involved program ideas. Numerous suggestions for support service delivery included peer counseling programs, outreach programs, Latchkey programs, and day care centers. The development of a parental task force attached to CETA youth offices was suggested, as was a family program addressing several generations who have experienced barriers to employment. One prime sponsor is exploring the possibility of integrating "management-by-objective" procedures in its work experience program while another prime sponsor is working to develop a career planning system that will systematically provide for comprehensive career exposure and exploration.

A fourth and final group of dreams could be called "student-centered." Many planners suggested program ideas that involved youth in the planning, development, and implementation of programs. Others described student-generated programs as desirable, while one planner suggested that students be the vehicle for an outreach program. Student-operated businesses were mentioned, as were student tutorial programs involving both vocational and academic skills.

Before we leave the dreams of the grass-roots planners, the most detailed and well developed dream described to us deserves mention. One of the youth planners has developed a model for generating programs that addresses the employment barriers youth frequently experience. Basically, the program involves two components which are on opposite ends of a psychological theory continuum. The first component involves providing small and continuing support groups for the client. This component is based on the thought that overcoming barriers is social and psychological as well as attitudinal. The second component involves employment on a piece-work basis provided through sheltered workshops. This component, which reinforces the relationship between effort and reward, is based on the idea that seriously disadvantaged people can be prepared to enter the private sector through work adjustment programs.

In brief, the dreams generated by planners working at the program development level are provocative and exciting. They can be considered the inspiration for generating programs that meet the needs of the people.

Similarly, dreams generated at a national level can provide the same stimulus. The U.S. Department of Labor (DOL) has provided us with a glimpse of their dreams by funding forty-six exemplary projects which will operate from 1978 to 1980. These DOL dreams are divided into four categories.

Eleven projects were funded in the category "Academic Credit for Work Experience." Most of these projects emphasize designing the educational

program around either actual jobs or joblike experiences. Youth earn credit toward graduation for the experimental learning in each of the projects. School instruction is frequently designed around the workplace experience while education-employment plans are often established for each student.

These projects have other common characteristics:

1. Credit is frequently granted on the basis of having fulfilled a learning contract rather than for investment of time.
2. Occupational education, basic skills, and life skills frequently comprise the total program for a student.
3. In-school career education is frequently used as a vehicle to provide general employability education, including basic skills. Traditional subject matter is interrelated with such work areas as energy, natural resources, human services, the performing or creative arts, and communication careers.
4. A work-education council or other school-community collaboration effort is frequently active in planning, implementing, and evaluating the program.
5. Home and parent liaison activities are often built into a student's program planning and evaluation process.

Eleven projects were funded in the category "Career Information, Guidance, Job Seeking Skills." Often these projects involve career exploration and exposure to a variety of occupational opportunities coupled with work experience or skill training. In addition, job referral, job development, placement, and follow-up services are frequently provided.

Common characteristics:

1. Parental involvement or peer group counseling are built into several projects.
2. Support services are usually provided for young parents who are involved in the program.
3. Private-sector employers and jobs are frequently integrated into the program.
4. Basic skills development often supplements an employability-focused program to complete a student's educational day.

"Job Creation through Youth-Operated Projects" is an area where DOL funded twelve projects. The basic concept involved in these projects is that youth can provide valuable input in the design and development of work opportunities. Youth are involved in entrepreneur and management experiences as well as functioning in the labor force. Frequently, private-sector jobs are built into the programs, along with CETA-subsidized employment.

These projects have several similarities:

1. Basic skill and survival skill training are often designed to relate to the major work-like or employment experiences.
2. Youth are frequently employed in tutoring, brokering youth services, and other human services.
3. Career exploration, related counseling, and job bank services are included in several of the projects.
4. Vocational education and special education services are often incorporated into the projects.

Finally, twelve "Expanded Private-Sector Involvement" projects were funded. These projects emphasize collaboration between CETA, private employers, and educators—often involving occupational advisory committees. Some projects utilize CETA-subsidized public-sector employment as a stepping-stone to CETA-subsidized private-sector employment. In turn, both types of employment are used as preparation for unsubsidized public- or private-sector employment. Other common elements of these projects:

1. Students are rotated among a variety of job stations for maximum career exploration.
2. Student assessment, career testing, and counseling is frequently a part of the project.
3. Individual employment-education plans are frequently established for each student.

Many of the forty-six projects have common characteristics which cross over the four project categories. Usually students are involved in experimental learning outside the traditional school setting for the majority of the time. Limited time is spent in a classroom setting. Educators involved in the projects function more as learning coordinators and less as traditional teachers. Decisions about what to teach and evaluation of what has been learned are frequently made jointly between educators and people outside of education. A wide variety of support services is provided by the school and community so that youth who have often been inadequately served by the education system can be served.

These common characteristics are the DOL dreams attempted in 1978, funded as exemplary youth projects. They are experimental approaches to difficult problems. Their operation and evaluation through 1980 could well determine the description of programs in the future.

A third perspective on developing programs for the future—of "dreams"—can be gained by examining and exploring what is possible under the law. The Department of Health, Education and Welfare (HEW) commissioned a consulting organization to explore the program development possibilities under the CETA Amendments of 1978. This consulting organization, Kirschner Associates, Inc., compiled a report which outlines transition services identified in YETP regulations.

While the Kirschner report represents neither the official position of Department of Labor nor the official position of the Department of Health, Education and Welfare, it is an exhaustive and complete exploration of possible programs. It is included below to serve as a resource for dreaming.

TRANSITION SERVICES

Under YETP local education agency/prime sponsor agreements, youth may be provided opportunities to participate in career employment experience programs and transition services as a part of the in-school program. This document has been developed to outline the transition services identified in the YETP Rules and Regulations which may be made available to non-disadvantaged youth.

Although a number of these services represent distinct activities, others contain various areas of overlap. Even though these duplications result in repetition for the reader, each service is defined in terms of its possible activities and, where appropriate, the linkage to career education.

Transition services are designed to prepare and assist youth to move from school to permanent employment. Those services which may be provided to 14-21 year-old in-school youth who meet the income eligibility requirements, include, *but are not limited to*, the following:

1. Outreach, assessment and orientation;
2. Counseling, including occupational information and career counseling;
3. Activities promoting school to work transition;
4. Provision of labor market information;
5. Services to youth to help them obtain and retain employment;
6. Literacy and bilingual training;
7. Attainment of certificates of high school equivalency;
8. Job sampling including vocational exploration in the public and private sector;
9. Institutional skills training;
10. Transportation assistance;
11. Child care and other necessary supportive services;
12. Job restructuring;
13. Provision of information regarding employment- and training-related opportunities;
14. Job development, direct placement, and placement assistance;
15. Assistance in overcoming sex stereotyping in job development, placement, and counseling; and
16. Outreach and other services to increase the labor force participation rate among minorities and women.

Transition services which may be provided to 14-21 year-old in-school youth who do not meet the income eligibility criteria may include:

1. Counseling;
2. Occupational, education, and training information;
3. Placement services;
4. Job referral information; and
5. Assistance in overcoming employment related sex stereotyping in job development, placement, counseling, and guidance.

These services are further discussed below.

I. Outreach, Assessment, and Orientation

These activities involve recruitment and selection of youth eligible for program participation according to the selection criteria. Also included is the provision of information about the program's goals, expectations, and requirements.

Assessment can be of an informal nature. Through an interview format, counselors may assess the individual's perceptions of him/herself in such areas as abilities, aptitudes, goals, work values, work attitudes, interests, and needs through self report. Using a more formal technique, program counselors may administer or arrange to have administered measures of interest, aptitude, and/or achievement. Information obtained from either or both techniques should form the basis upon which a student's program is built.

II. Counseling, Including Occupational Information and Career Counseling

This transition service may include providing occupational information and counseling and guidance in personal development, job-coping skills, and decision-making skills. Counseling activities in group or individual settings might include any or all of the following:

A. Occupational Information

This information should not be limited to career entry, but should include advancement opportunities as well.

This service might include the following:

1. Exposing youth to programmed occupational information
   a. Written
   b. Computer print-out
   c. Audio-visual

2. Involving youth in contracts with workers on the job, especially to successful models who are products of low-income environments through:
   a. Classroom presentations
   b. Telephone interviews
   c. Small group tours
   d. Structured job observation (shadowing)
3. Encouraging the use of occupational information in vocational and academic classrooms
4. Reviewing occupational information with youth to facilitate its integration with information related to self

B. Career Counseling and Guidance

1. Personal development
   a. Development of accurate and acceptable self-image
   b. Verification and expansion of self-image
   c. Heightening of self-esteem
   d. Development of personal problem-solving skills
   e. Development of alternative methods for coping with problems
   f. Development of a set of personally meaningful work values
2. Job-coping skills
   a. Work habits
      1. Efficient organization of work tasks
      2. Performing at a consistent, quick pace
      3. Willingness to accept the responsibility for the consequences
      4. Dependability in carrying out work, expected or promised
      5. Seeking out additional work when assigned tasks are completed
      6. Adhering to good safety practices
      7. Flexibility in responding to changing priorities and conditions
      8. Reasonable patience concerning job advancement
      9. Willingness and ability to learn
      10. Performing well without close supervision
      11. Creativity in solving problems or improving on usual methods of completing tasks
      12. Concern for quality work
      13. Concern for conservation of time, materials and other resources
      14. Willingness to devote extra effort in a clinch
      15. Performing well under pressure
      16. Appropriate dress and grooming
      17. Demonstrating an interest in assigned work
      18. Being honest and ethical
      19. Willingness to give appropriate priority to work role in respect to other life roles
      20. Punctuality and attendance
   b. Interpersonal skills
      1. Responding appropriately to instructions
      2. Using tact in supervision
      3. Sensitivity to and respect for others' problems or information
      4. Ability to interact socially
      5. Discretion in divulging confidential or potentially sensitive information
      6. Good judgment in becoming involved in others' problems or conflicts
      7. Receptiveness to constructive criticism
      8. Ability to contribute cooperatively as a team member
      9. Willingness and ability to deal with interpersonal problems in a constructive manner
      10. Maintaining a pleasant disposition
      11. Emotional control
      12. Ability to make suggestions and to give advice inoffensively
3. Decision-making skills
   a. Attitudes
      1. Attitudes and beliefs for motivating career decisions
      2. Belief in having control over one's own future
      3. Confidence in one's judgment
      4. Belief in ownership of one's career decisions and fortitude in resisting pressures from others
      5. Appreciation of the need to begin career planning early

6. Appreciation of the place of one's work in one's total life and the relationships between career and other life roles

7. Belief that prior decisions are reversible

b. Self-awareness skills—involved in identifying own aptitudes, skills, interests, and values

1. Sufficient self-esteem to recognize strengths and accept weaknesses

2. Ability and inclination to:

a. Become involved in a variety of activities to test one's interests, skills, aptitudes, and values.

b. Observe and analyze one's behavior and feelings in various situations

c. Predict one's reactions to various situations

d. Imagine one's future self by distinguishing between temporary or circumstantial and lasting or inherent personal characteristics

e. Evaluate oneself against appropriate standards or comparison bases

f. Evaluate the validity of external evaluations of self—to accept or reject as appropriate

c. Career-information seeking skills

1. Awareness of a wide variety of career information resources

2. Ability to specify what information you need about career opportunities—to identify which considerations are important in light of your values

3. Initiative and ability to make extensive use of career information resources

4. Ability to consider the source of "career information"—to avoid taking everything you may hear at face value

5. Ability to recognize relevant similarities among occupations—to see that if you would like job A, job B also may be appealing

d. Information-processing skills

1. Ability to exclude irrelevant factors as career choice criteria

2. Ability to identify which personal and career characteristics are personally relevant as career/decision-making criteria

3. Ability to prioritize personal career choice criteria

4. Ability to weight multiple factors in evaluating a particular career opportunity—to avoid "single issue" decisions

5. Ability/willingness to consider a variety of alternative career opportunities (including those which stereotypes may suggest excluding from consideration)

6. Ability to plan educational and career ventures toward a chosen goal while also covering the possibility that the goal may change at a later date

7. Ability to re-evaluate prior decisions often and to reverse them when appropriate

e. Implementing career decisions

1. Understanding of *how* to take advantage of occupational opportunities

2. Knowledge of financial and other assistance available for implementing career decisions

III. Activities Promoting Education to Work Transition

This transition service may be viewed as the umbrella which covers the other fourteen transition services. In addition to those listed, this transition service might also involve the infusion/threading/weaving of career education concepts into the content of existing courses in the curriculum to assist youth in:

A. Becoming aware of the nature of the world of paid employment and the importance of basic skills for attaining success in that world

B. Exploring their interest in possible careers and at the same time learn why/how their school subjects are essential to success in those careers

C. Applying specific content skills to the solution or problems in the work world

IV. Provision of Labor Market Information

This service is seen as an effort to identify labor market information for youth including linkages with any statewide efforts. Such information might include the following:

A. Employment trends

B. Employment projections

C. Jobs in demand

D. Jobs in which available labor supply exceeds demand

E. Credentialing requirements

F. Job entry requirements

V. Services to Youth to Help Them Obtain and Retain Employment

A number of the other transition services listed in this paper directly or indirectly lend support to youth in obtaining and retaining employment such as:

A. Child care

B. Transportation

C. Counseling

1. Occupational information
2. Career counseling and guidance
   a. Personal development
   b. Job-coping skills
   c. Interpersonal skills
   d. Decision-making skills

D. Provision of labor-market information and information regarding employment and training related opportunities

E. Job-placement services

F. Literacy and bilingual training

G. Basic skills training including assistance in the attainment of certificates of high school equivalency

H. Job-skills training

Additionally, assistance to youth in the development of skills specific to seeking and securing employment further expand the possibilities in this area. Such skills might include the following:

1. Identifying job prospects
2. Interpreting help wanted ads and similar abbreviated descriptions of positions
3. Preparing for personal interviews
4. Writing various types of letters associated with job inquiry, application, and acceptance
5. Knowing when and how to use telephone or personal appearances in lieu of or in addition to letters of inquiry, application, and acceptance
6. Completing job application forms
7. Using appropriate dress and behavior for job interviews

VI. Literacy Training and Bilingual Training

This service provides assistance to youth in developing basic skills in communications to facilitate employment entry and retention.

Reading, speaking, writing, and listening are necessary for giving and receiving information related to work and to the persons with whom the youth is in contact in the work setting. These skills are also important in the development and maintenance of positive co-worker relationships.

The models for providing this service might include counseling to provide a motivational force and instruction in either a tutoring or classroom setting.

VII. Attainment of Certificates of High School Equivalency

Eligibility for participation in YETP requires that a youth be classified as in-school, which means he/she

A. Is enrolled full-time in and attending or scheduled to attend a secondary, trade, technical, vocational school, or community college

B. Has not completed high school and is attending or scheduled to attend a school program leading to a secondary school diploma or its equivalent.

It is to the latter youth, this service is addressed. Activities in this area would provide support for and assistance in completing programs which lead to a secondary diploma or its equivalent.

VIII. Job Sampling, Including Vocational Exploration in the Public and Private Sector

Through this service, disadvantaged youth may be provided the opportunity to explore a variety of career possibilities in the public and private sectors. Through observation, instruction, and "hands-on" experience, youth may be exposed to a variety of occupations and work environments for the purpose of acquainting them with

A. The nature of work activities

B. The nature of work situations

C. Job and training requirements

D. Worker characteristics associated with different jobs (i.e., interests and abilities)

E. Worker perspectives of job (i.e., satisfactions, dislikes, how the work role fits in total life role)

F. Advancement possibilities

G. Relationship of school subjects/skills to job assignments and responsibilities

Key elements related to the value of this service to youth are breadth and variety of exposure. Through job shadowing or similar activities, youth may sample a wide variety of individual jobs or "tour" career clusters. The amount of time spent observing or participating in any particular job should be of such length to allow for familiarization, yet not deter from participation in numerous other sampling experiences. Where this exploration takes the form of a vocational exploration program, participants will receive allowances, and a detailed curriculum will be developed.

Since a high incidence of entry and low-skill-level jobs exist in low-income areas, programs run in these areas should develop sites outside of the area to assure exposure to not only entry level positions, but high-skill-level jobs as well.

IX. Institutional Skills Training

Where they are not already available in the community, skills and job related training that are coordinated with an individual's career development plans and educational program may be provided under YETP. Such training may only be provided if it can be related to labor market demands and the youth's career interests.

Assistance in the mastery of basic skills may also be provided as a part of this transition service. Delivery of this service might include supplementing the efforts of the academic classroom through tutoring or, where the youth is a career exploration experience program participant, through instruction from the work site supervisor.

X. Transportation and XI. Child Care

Various supportive services, such as transportation and child care assistance, may be provided to youth to facilitate their participation in YETP programs and services.

54

XII. Job Restructuring

Employers are encouraged to restructure existing jobs and to develop career ladders to create new job opportunities for youth. Such a procedure includes

A. Identifying the separate tasks that comprise a job or group of jobs

B. Developing new position descriptions which retain some of the tasks of the original job

C. Developing a career ladder which builds upward from the new positions containing the lesser skilled tasks to higher level jobs

The restructured job would be clearly different from the original one in terms of skills, knowledges, abilities, and experience needed to perform the work. However, where job restructuring occurs and new classifications are developed, they will not negate established personnel practices or displace currently employed workers.

XIII. Provision of Information Regarding Employment and Training Related Opportunities

While this is included as an optional transition service for disadvantaged youth, under the regulations, prime sponsors must assure that disadvantaged youth participating in the career employment experience will be advised of the availability of other employment and training resources available in the local community. In order to provide youth with the greatest freedom of choice, this information must include a wide range of training as well as educational opportunities in baccalaureate and occupational preparation programs.

XIV. Job Development, Direct Placement, and Placement Assistance

Placement assistance involves helping youth obtain employment and further training as well as helping them make a smooth transition from school to work. Activities of those providing this service to youth might include

1. Establishing and maintaining contact with . . .
   a. State Employment Service
   b. Private Employment Agencies
   c. Civil Service
   d. Vocational Rehabilitation
   e. Veterans Administration
   f. College Placement
   g. Chamber of Commerce
   h. Small Business Administration
   i. Civic Clubs
   j. Professional Associations
   k. Trade Associations
   l. Labor Unions
2. Conducting surveys of local employers to determine job openings
3. Consulting with employers regarding job restructuring and reclassification of jobs
4. Consulting with trade associations and labor unions concerning apprenticeship requirements and opportunities
5. Publicizing job opportunities and vacancies available from the local level through a nationwide level
6. Providing information regarding financial and other supportive services for advanced vocational training and for college placement
7. Assisting youth to locate appropriate employment based on the youth's training, personal occupational goals, and other relevant data

XV. Assistance in Overcoming Sex Stereotyping in Job Development, Placement, and Counseling

Some of the greatest blocks to breaking through the sex-bias barrier in employment are the sex stereotyped attitudes of youth themselves. Research indicates that such factors as sex-biased curricular materials, occupational information and teacher and counselor attitudes perpetuate sex-role stereotyping which result in youth's limiting their occupational options. Conscious, deliberate efforts are necessary to counteract the effect of such stereotyping. Suggested activities might include

1. In-service training for educators to increase awareness of attitudes and school practices which perpetuate sex-role stereotyping and to develop strategies for change.
2. Providing opportunities for youth to be in contact with workers who are participating in nontraditional roles
3. Providing opportunities for youth to participate in real or simulated nontraditional work roles
4. Provide opportunities for youth to develop strategies and skills for counteracting the effect of sex bias in employment
5. Review occupational information and promotional materials for sex bias and where necessary, revise or develop new materials which provide information free from sex bias
6. Provide support to youth displaying interest in or selecting a nontraditional career path
7. Encourage employers to comply with Title IX guidelines beyond minimal requirements

XVI. Outreach and Other Services to Increase the Labor Force Participation Rate Among Minorities and Women

This service suggests undertaking efforts beyond making information and services available to female and minority youth. It suggests that deliberate steps be taken to assist these groups in overcoming their unique blocks to employment entry in addition to activities included under other transition services.

APPENDIX A

GUIDE TO CETANESE

BIA—Bureau of Indian Affairs
BOS—Balance of State
CAC—Community Action Council
CAP—Community Action Program
CBO—Community Based Organization
CEP—Concentrated Employment Program
CETA—Comprehensive Employment and Training Act
DOL—Department of Labor
DVR—Division of Vocational Rehabilitation
ETA—Employment and Training Administration
FY—Fiscal Year
GYP—Governor's Youth Program
MAB—Manpower Advisory Board
MCIARC—Minneapolis CETA Intake Assessment and Referral Center
MDES—Minnesota Department of Economic Security
MOIS—Minnesota Occupational Information System
PIC—Private Industry Council
PSA—Prime Sponsor Agreement
PSE—Public Service Employment
RDC—Regional Development Commission
RETAC—Regional Employment and Training Advisory Council
RFP—Request for Proposal
RMAC—Regional Manpower Advisory Committee
SEMCAC—Southeastern Minnesota Community Action Council
SPEDY—Summer Programs for Economically Disadvantaged Youth
SYP—Summer Youth Program
YACC—Young Adult Conservation Corps
YCC—Youth Conservation Corps
YCCIP—Youth Community Conservation and Improvement Projects
YEDPA—Youth Employment and Demonstration Projects Act
YETP—Youth Employment and Training Programs
YIEPP—Youth Incentive Entitlement Pilot Projects
YCHKSOYA—You Can't Help Kids Sitting On Your Apathy

GUIDE TO EDUCATIONESE

AVTI—Area Vocational-Technical Institute
BEOG—Basic Educational Opportunity Grant
CQE—Council on Quality Education
CRC—Career Resource Center
DHEW—Department of Health, Education and Welfare
ECSU—Educational Cooperative Service Unit
ED—Educationally Disabled
EDU#__State Board of Education Rule No. __
EMR—Educable Mentally Retarded
ESEA—Elementary and Secondary Education Act
GED—General Equivalency Diploma
IEP—Individualized Education Plan
IMC—Instructional Materials Center
ISD #__Independent School District No. __
LEA—Local Education Agency
LD—Learning Disabled
MCAR #__Minnesota Code of Agency Rules No. __
MIMC—Minnesota Instructional Materials Center
NIE—National Institute of Education
OJT—On the Job Training (not the same as CETA OJT, however)
PER—Planning, Evaluation and Reporting
SDE—State Department of Education
SEA—State Education Agency
SLBP—Special Learning and Behavior Problems
TMR—Trainable Mentally Retarded
YEEU—Youth Employment Education Unit
UFARS—Uniform Financial Accounting and Reporting System
USOE—United States Office of Education
WE/CEP—Work Experience/Career Exploration Program
YCHKSOYA—You Can't Help Kids Sitting On Your Apathy

APPENDIX B

MINNESOTA PRIME SPONSORS

Prime Sponsor	Director	Youth Representative	Address
Balance of State	612/296-6056	612/296-6071	690 American Ct. Bldg. 150 E. Kellogg Blvd. St. Paul MN 55101
Dakota County	612/452-5700	612/452-5700	750 S. Plaza Drive Room 314 Mendota Heights, MN 55118
City of Duluth	218/723-3576	218/723-3576	317 City Hall Duluth, MN 55802
Hennepin County	612/348-7432	612/348-6423	Hennepin Co. Manpower Planning Department A-2310 Govt. Ct. Minneapolis, MN 55404
City of Mpls.	612/348-4383	612/348-8935	210½ City Hall Minneapolis, MN 55415
Quad Counties Consortium	612/698-4212	612/698-4212	2305 Ford Parkway St. Paul, MN 55116
Ramsey County	612/482-5350	612/482-5350	Manpower Planning Office 1118 Red Fox Drive Arden Hills, MN 55112
Region III	218/749-1274	218/749-1274	Midway School Vermillion Drive Virginia, MN 55792
Rural Minnesota CEP	218/847-9205	218/847-9205	819 Lincoln Avenue Detroit Lakes, MN 56501
City of St. Paul	612/298-4904	612/298-4904	310 Cedar Street 4th Floor St. Paul, MN 55101

AMERICAN INDIAN TITLE III GRANTEES

Minneapolis Regional
Native American Center
1530 E. Franklin Avenue
Minneapolis, MN 55404
612/871-4555

American Indian
Fellowship Association
Grand Portage Reservation
2 East 2nd Street
Duluth, MN 55002
218/727-1115

White Earth
Reservation
Box 274
White Earth, MN 56591
218/983-3205

Red Lake Reservation
Red Lake, MN 56671
218/679-3306

Leech Lake
Reservation
Box 308
Cass Lake, MN 56633
218/335-2207 ex. 401

Minnesota Chippewa Tribe
Box 217
Cass Lake, MN 56633
218/335-2252

Fond du lac
Reservation
105 University Road
Cloquet, MN 55720
218/879-4593

Bois Forte Reservation
Business Commission
P.O. Box 698
Nett Lake, MN 55772
218/757-3261

Mille Lacs
Reservation
Star Route
Onamia, MN 56369
612/532-3350

RURAL MINNESOTA CONCENTRATED EMPLOYMENT PROGRAM REPRESENTATIVES

Region 1

Planner
819 Lincoln Avenue
Box 647
Detroit Lakes, MN 56501
218/847-9205

Region 2

Planner
Headwaters Regional
Development Commission
P.O. Box 504
Bemidji, MN 56601
218/751-3108

Region 4

Planner
W Central Regional
Development Commission
Administration Bldg.
Fergus Falls Community
College
Fergus Falls, MN 56537
218/739-3356

Region 5

Planner
Regional Development
Commission
City Hall
Staples, MN 56479
218/894-3233

BALANCE OF STATE EMPLOYMENT AND TRAINING PLANNERS

Region 1 Planner
NW Regional Development
Commission
425 Woodland Avenue
Crookston, MN 56717
218/281-1396

Region 6W Planner
Regional Development
Commission
323 W. Schilleman
Appleton, MN 56208
612/289-1981

Region 6E Planner
City Auditorium
311 W. 6th Street
Willmar, MN 56201
612/235-8504

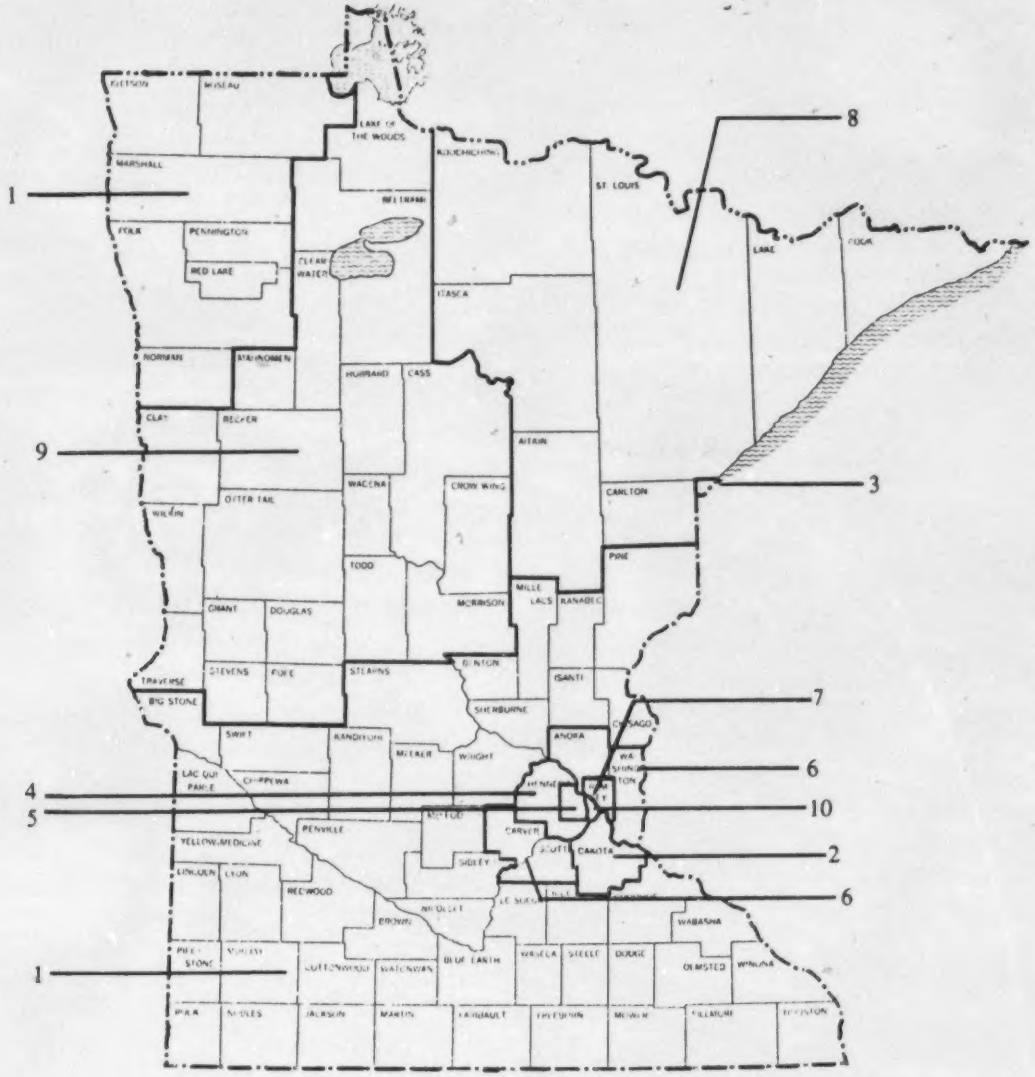
Region 7E Planner
Regional Development
Commission
Kanabec County Courthouse
18 N. Vine Street
Mora, MN 55051
612/679-4065

Region 7W Planner
Regional 7W Rural
Development Commission
2700 1 Street North
St. Cloud, MN 56301
612/253-7870

Region 8 Planner
SW Regional Development
Commission
25th & Broadway Avenue
Slayton, MN 56172
507/836-8549

Region 9 Planner
120 Front Street
Box 3367
Mankato, MN 56001
507/387-5643

Region 10 Planner
SE MN Regional
Development Commission
301 Marquette Bank Bldg.
S. Broadway & 2nd St. S.E.
Rochester, MN 55901
507/285-2580



1 Balance of State

2 Dakota County

3 City of Duluth

4 Hennepin County

5 City of Minneapolis

6 Quad Counties Consortium

7 Ramsey County

8 Region III

9 Rural Minnesota CEP

10 City of St. Paul

APPENDIX C

LEA/PRIME SPONSOR AGREEMENT: REQUIREMENTS AND ALLOWABLES

Prime Sponsors must:

1. Establish a youth council.
2. Develop a youth plan with input from the planning and youth councils, community-based organizations, and appropriate labor organizations.
3. Use at least 22% of their total YETP allocation funds to serve in-school youth through written financial or non-financial agreements with LEA's.
4. Return to DOL any portion of the 22% not covered under agreements with LEA's.
5. Encourage educational agencies to award academic credit for competencies gained from the CEE program and/or transition services.

Prime Sponsors may:

1. Develop a youth plan that specifies a youth development strategy which provides broad career exposure for youth ages 14-15.
2. Enter into agreements with LEA's where programs are designed to provide transition services and/or career employment experience opportunities for 16-21 year-old disadvantaged in-school youth.
3. Approve programs and activities for youth not included in the local population:
   a. Career employment experience programs and/or transition services for 14-15 year-old disadvantaged youth.
   b. Limited transition services for 14-21 year-old non-disadvantaged youth.
   c. Experimental programs — mixture of youth from above and below the eligibility income level using up to 10% of YETP funds.
4. Enter into agreements with LEA's for more than 22% of their YETP allocation for programs and services for in-school youth.
5. Make funds available to employ additional school-based counselors to carry out the provisions of the career employment experience (CEE) program without supplanting existing positions.

Prime Sponsors may not:

1. Enter into agreements with community-based organizations other than LEA's for the 22% of YETP funds earmarked for LEA/Prime Sponsor Agreements.
2. Use more than 20% of the YETP allocation for administration (e.g., staff salaries).

LEA's/PS Agreements for In-school Programs must:

1. Be reviewed by the Youth Council.
2. Be for in-school youth — or youth enrolled in a school program leading to a diploma or its equivalent.
3. Be between the PS and one or more LEA's.
4. Cover a minimum of 22% of the PS's YETP allocation in a financial or nonfinancial agreement.
5. Focus on 16-21 year-old in-school economically disadvantaged youth.
6. Include programs designed to provide transition services and/or career exploration experience with ancillary transition services.
7. Assure that job information, counseling, guidance, and placement services will be provided as ancillary transition services to youth in the career employment experience (CEE) program.
8. Assure that jobs provided under the CEE program will be certified by the LEA as relevant to the educational and career goals of the participating youth.
9. Assure that CEE opportunities provided will be certified by school-based counselors as being relevent to the educational program for the participating youth.
10. Assure that work experience opportunities will be of a nature that will improve participants' ability to make career decisions.
11. Include wages for youth engaged in employment, and allowances for youth engaged in training where participants are eligible under the income requirement.

12. Limit the CEE to economically disadvantaged youth except in special component programs.

13. Adhere to the appropriate child labor standards in the employment of youth.

14. Include approval of any labor organizations representing employees affected by an occupational exploration program.

15. Assure that youth participating in the CEE program will be advised of other employment and training resources available in the local community to assist such youth in obtaining employment.

16. Be signed within 60 days after the PS's initial submission of the YETP plan to the regional office.

LEA/PS Agreements may:

1. Be written for more than 22% portion of PS's YETP allocation.

2. Include CEE programs and transition services for 14-15 year-old economically disadvantaged youth.

3. Include certain transition services for 14-21 year-old non-economically disadvantaged youth.

4. Include experimental programs for a mixture of youth from above and below the eligibility income level which use up to 10% of YETP funds.

5. Allow the LEA to subcontract with post-secondary institutions or other CBO's for provision of services.

6. Include the awarding of academic credit for competencies gained from the CEE program.

7. Be financial or non-financial.

8. Be made between a PS and a state agency, who may subcontract with LEA's for provisions of services.

9. Include a vocational exploration program in the public and private sectors for disadvantaged youth.

10. Be *renegotiated* at *anytime*.

LEA/PS Agreements may not:

1. Use funds to supplant state and local funds expended for the same purpose.

2. Include provisions for wages or allowances to be paid to non-disadvantaged youth except in special component programs.

3. Include programs or activities that

   a. assign youth to vocational exploration opportunities which are subject to a labor dispute involving work stoppage.

   b. result in the displacement of currently employed workers or prevent the hiring of new workers.

   c. place youth in work exploration that contributes to additional sales or profit for the private for profit organization or otherwise result in the subsidization of wages for the organization.

This material on agreements was developed by Kirschner Associates under contract with the U.S. Department of Health, Education and Welfare.

APPENDIX D

SUMMARY OF PARAMETERS FOR COMBINING EDUCATION AIDS WITH CETA (COMPREHENSIVE EMPLOYMENT & TRAINING ACT) FUNDING

The purpose of this reference list is to identify ways that sources of funding can be used in combination with each other.

SECONDARY

Fund Combination	Summary of Parameters for Combining Funding at the Secondary Level	Contact for further information
CETA and Foundation Aid	Any amount of CETA funds can be received by a local education agency without impacting on eligibility for foundation aid.	State Aids Specialist 612/296-4427
	Schools must carry out EDU 44 if district is to be eligible for full-time foundation aid (EDU 44 relates to students being employed during the student's school day.)	Manager Secondary Vocational Education 612/296-3306
CETA and Summer School Aid	Approved summer school programs are eligible for summer school foundation aid.	State Aids Specialist 612/296-4427
CETA and Secondary Vocational Aid	The combination of income from CETA and secondary vocational aid shall not exceed 100% of the expenditure for salary, travel or equipment for approved secondary vocational (including placement personnel and administrators) programs in any district or center.	Manager Secondary Vocational Education 612/296-3306
CETA and Special Education Aid for Special Education Programs	When CETA funding is involved, the remaining eligible expenditures are eligible for special education aid at the rates identified in statute.	Supervisor, State Administration Special Education 612/296-4164
CETA and Vocational Handicapped Aid	The combination of income from CETA and secondary vocational aid for handicapped shall not exceed 100% of the expenditures for salary, travel, supplies or equipment for approved secondary vocational programs for handicapped.	Handicapped Specialist, Vocational Education 612/296-5707
CETA and Federal Special Education Aid (94-142)	Vocational programs for handicapped not funded with secondary vocational education aid for handicapped may be funded with Title VI (94-142) flow-through funds and CETA. The total amount of aid cannot exceed 100% of the expenditures for salary, travel, supplies and equipment (including work experience for handicapped and vocational support services).	Handicapped Specialist, Vocational Education 612/296-5707

CETA and WE/CEP (Work Experience Career Exploration Program)	CETA funds may be used in place of WE/CEP federal funds but may not be matched with them for individual staff salaries. CETA funds may be used to provide job sites for participants as in any other cooperative program or to provide travel, supplies and equipment.	Manager Special Needs, Vocational Education 612/296-5707
CETA and Student Transportation Aid	All transportation expenditures financed with CETA funds are to be reported for state aid purposes. Unauthorized expenditures are deducted and only those expenditures for authorized transportation services and eligible pupil transportation vehicles are included in state aid calculations.	Assistant Commissioner, School Management Services 612/296-8420
National School Lunch Program, School Breakfast Program or Milk Program	When CETA funds are earmarked for services, income and expenditures must be reported on state monthly financial report related to USDA funding. The total of USDA funds plus CETA funds cannot exceed 100% of expenditure.	Child Nutrition Specialist 612/296-6986
CETA and Child Care Food Program	When CETA funds are earmarked for food service, income and expenditures must be replaced on USDA reimbursement request forms. The total of USDA funds plus CETA funds cannot exceed 100% of expenditures.	Child Care Food Program Specialist 612/296-6986

POSTSECONDARY AND ADULT

Fund Combinations	Summary of Parameters for Combining Funding at the Postsecondary and Adult Levels	Contact for further Information
CETA and Adult Continuing Education Aid	The combination of Adult Continuing Education funds plus CETA funds for teacher salaries may not result in more than 100% of the LEA expenditure for teacher salaries. (When CETA pays for student costs, there is no effect on the school budget.)	Adult Education Specialist 612/296-4057
CETA and Adult Basic Education Aid	The combination of Adult Basic Education funds plus CETA funds may cover up to 100% of the LEA expenditure for Adult Basic Education. (When CETA pays for student subsistence there is no effect on the school budget.)	Adult Basic Education 612/296-2587
CETA and Adult Vocational Aid	CETA funds may cover up to 100% of the local education agency expenditures not paid by state adult vocational aid. (When CETA pays for student fees or other student costs, there is no effect on the school budget.)	Manager, Adult Vocational Education 612/296-6516

CETA and Postsecondary Vocational Aid	CETA funds received by an area vocational-technical institute for postsecondary activity are treated as revenue on the appropriate program budget sheet. (When CETA pays for student tuition or other students costs, there is no effect on the AVTI budget.)	Financial Aids Specialist 612/296-3387
CETA and Community Education Funds	The combination of CETA funds for programs included in the Community Education budget plus Community Education funds cannot exceed the expenditure for Community Education.	Adult Basic Education 612/296-4057
CETA and Child Care Food Program	Same as above in "Secondary" Section.	Child Care Food Program Specialist 612/296-6986

APPENDIX E

MAJOR EDUCATION FUNDING SOURCES AVAILABLE TO MINNESOTA SCHOOLS

Source	Program Emphasis	Program/Funding Administration
Local School Tax (local funds)	School-sponsored education programs	Local school district
Secondary Foundation Aid (state funds)	Wide variety of junior high and senior high school education programs offered during school year	State Aids - - Division of Administrative Management/Legislative Relations
Summer School Aid (state funds)	Wide variety of educational programs offered during summer prior to high school graduation	Secondary Education — Division of Instruction
Special Education Aid (state and federal funds)	Education programs designed to meet the special needs of handicapped students who have not completed high school	Secondary Education — Division of Special and Compensatory Education
Secondary Vocational Aid (state and federal funds)	Education programs designed for preparation for or exploration of occupations for high school students	Secondary Vocational Education — Division of Vocational-Technical Education
Transportation Aid (state funds)	Student transportation to and from school or programs offered cooperatively with other communities	Division of School Management Services
School Food Service Aid (federal funds)	Student meals and meals for young children of students	Child Nutrition — Division of School Management Services
AVTI Foundation Aid and Categorical Aid (state and federal funds)	Educational programs offered in Area Vocational-Technical Institutes for postsecondary students	Postsecondary Education Division of Vocational-Technical Education
Adult Vocational Aid (state and federal funds)	Educational programs designed for preparation or upgrading for occupations for out-of-school youth and adults	Adult Vocational Education — Division of Vocational Technical Education

Adult Basic Education Aid and Adult Continuing Education Aid (state and federal funds)	Educational programs designed for basic skill development for out-of-school youth or adults	Adult Education — Division of Instruction
Variety of federal and state grants (state and federal funds)	Innovative, exemplary, or cost-effective educational programs as identified in state and federal legislation	For information on administration of specific programs: Federal-State Program Coordination — Division of Administrative Management/Legislative Relations

APPENDIX F

CETA OF 1978 FUNDING SOURCES

Title	Purpose/Emphasis	Administrator of Funds
	Administration	Prime Sponsor
B.C.	Financial Assistance Services for Economically Disadvantaged, Upgrading and Retraining	Prime Sponsor
	Transitional Employment Opportunities for Economically Disadvantaged	Prime Sponsor
	Special Populations Including Native Americans, Migrants, Veterans, Handicapped, Older Workers, Displaced Homemakers, and Offenders.	U.S. Department of Labor
A (1)	Youth Incentive Entitlement Pilot Projects (YIEPP)	U.S. Department of Labor
A (2)	Youth Community Conservation and Improvement Program (YCCIP)	Prime Sponsor
A (3)	Youth Employment Training Program (YETP)	Prime Sponsor
(Governor's emplary rojects)	Exemplary Youth Projects	MN Department of Economic Security
IV (Discretionary Funding)	Exemplary Youth Projects	U.S. Department of Labor
IV, B	Job Corps	U.S. Department of Labor
IV, C	Summer Youth Employment	U.S. Department of Labor
V	National Commission of Employment Policy	No funding available to schools
VI	Countercyclical Public Service Employment	Prime Sponsor
VII	Private Sector Opportunities for Economically Disadvantaged	Prime Sponsor
VIII	Youth Adult Conservation Corps (YACC)	MN Department of Natural Resources or U.S. Department of Agriculture or U.S. Department of Interior

APPENDIX G

CONTACTS FOR DEEDS

Deeds	CETA Contacts	Education Contacts	Other Agency Contacts
Austin Alternative Education Program	Mike Stetzler Regional Planner SE Minnesota Regional Development Commission 301 Marquette Bank Building So. Broadway and 2nd St. S.E. Rochester, MN 55901	Dick White Secondary Vocational Director Austin Senior High School 301 Third St. N.W. Austin, MN 55912 507/437-6631	Mike Mayer CETA Supervisor Southeastern Minnesota Community Action Agency Rushford, MN 55971 507/864-7741
70,001	Polly Krinsky-Meyer Youth Representative Dakota County CETA 750 So. Plaza Drive Room 314 Mendota Heights, MN 55118 612/452-5700	Lyle Sorum Director Dakota County Vocational Center P.O. Drawer K Rosemount, MN 55068 612/423-2281	
	Patty Friend Youth Representative Hennepin County Manpower Planning Department A-2310 Government Center Minneapolis, MN 55404 612/348-6423	Jim Rossbach Vocational Administration Katherine Curren School 1600 Excelsior Avenue W. Excelsior, MN 55343 612/935-7158	
	Cameron Kane Youth Representative Quad Counties Consortium Planning and Administration Division 2305 Ford Parkway St. Paul, MN 55116 612/698-4212		
Mounds View North	Youth Representative Ramsey County CETA Manpower Planning Office 1118 Red Fox Road Arden Hills, MN 55112 612/482-5350	John Sedey Vocational Education Director Mounds View Public Schools 2959 No. Hamline Ave. St. Paul, MN 55113 612/636-3650	
Canby Diversified Industries	Region 6W Planner Regional Development Commission 323 W. Schilleman Appleton, MN 56208 612/289-1901	Laird Schultz, Project Director Canby Diversified Industries Canby Public Schools 219 First St. West Canby, MN 56220 507/223-5449	Juanita Lauritson Community Action Programs County Court House Montevideo, MN 55265 612/269-8408
Solo Parents Program	Youth Monitoring Specialist Department of Economic Security 690 American Center Building 150 E. Kellogg Blvd. St. Paul, MN 55101 612/296-6791	Louise Sargin, Director Solo Parents Program Minneapolis Public Schools 807 N.E. Broadway Minneapolis, MN 55413 612/348-6063	Hennepin County Welfare Minneapolis Health Department Greater Minneapolis Day Care Association Hennepin County Day Care Association 612/348-3000
Placement Transition Services	Maurice Strom Youth Representative Rural MN CEP 819 Lincoln Ave. Detroit Lakes, MN 56501 218/847-3535	Cliff Clausen Vocational Director Lakes Cooperative Center 425 Broadway Detroit Lakes, MN 56501 218/847-9234	

Pre-Apprenticeship Building Trades	Tom Tremmel Youth Representative City of Minneapolis CETA Office 210 1/2 City Hall Minneapolis, MN 55415 612/348-8935	William Lundell Vocational Education Minneapolis Public Schools 807 N.E. Broadway Minneapolis, MN 55413 612/348-6060	Minneapolis Housing and Redevelopment Authority 612/348-3000
Woodbury Woodland Development Project	Cameron Kane Youth Representative Quad Counties Consortium Planning and Administration Div. 2305 Ford Parkway St. Paul, MN 55116 612/698-4212	Rod Hale Vocational Education Director South Washington County Schools 8040 80th St. South Cottage Grove, MN 55016 612/459-5571	
Exemplary Programs: Affirming Our City Together	Tom Tremmel Youth Representative 210 1/2 City Hall Minneapolis, MN 55415 612/348-8936	Byron Schneider Principal Southwest Secondary School 3414 W. 47th St. Minneapolis, MN 55410 612/920-1965	Diane Hedin Program Evaluator Assistant Director Center for Youth Development and Research University of Minnesota Minneapolis, MN 55455 612/376-7624
Students Serving Students	Jacqui Schoholm Youth Representative City of St. Paul CETA 310 Cedar St., 4th Floor St. Paul, MN 55101 612/298-4902	Betty Lampland St. Paul Open School 97 E. Central Avenue St. Paul, MN 55101 612/224-9421	
Ramsey County Private Sector Program	Youth Representative Ramsey County CETA 1118 Red Fox Road Arden Hills, MN 55112 612/482-5350	All independent suburban Ramsey County Independent school districts	
Center for Youth Employment and Training	Jacqui Schoholm Youth Representative City of St. Paul CETA 310 Cedar St. 4th Floor St. Paul, MN 55101 612/298-4904	Ron Finnegan Center for Youth Employment and Training 821 Raymond Avenue St. Paul, MN 55114 612/645-3617	
Glacial Ridge YETP Coordination	Region 6E Planner City Auditorium 311 W. Sixth Street Willmar, MN 56201 612/235-8504 Gary Erickson Willmar CETA Center Willmar, MN 56201 612/235-6706	Ron Erpelding Vocational Director Glacial Ridge Cooperative P.O. Box 1097 Willmar, MN 56201 612/235-6692	Juanita Lauritson Community Action Program County Court House Montevideo, MN 55265 612/269-8408
Rosemount Dakota County YETP School Integration	Polly Krinsky-Meyer Youth Representative Dakota County CETA 750 So. Plaza Drive Suite 314 Mendota Heights, MN 55118 612/452-5700	Stan Hacker Instructor-Coordinator Rosemount Senior High School Rosemount, MN 55068 612/423-4441	
Summer Life Skills Program	Ramsey County CETA Manpower Planning Office 1118 Red Fox Road Arden Hills, MN 55112 612/482-5350	Al Fletcher Secondary Vocational Director & Antoinette Johns Special Education Director 916 Vocational Center 3300 Century Avenue White Bear Lake, MN 55110 612/770-2351	

Duluth Summer Work Experience Program	Tom Muhvic Youth Representative City of Duluth 317 City Hall Duluth, MN 55802 218/723-3576	Tony Stauber Secondary Vocational Director Duluth Public Schools Lake Ave. and Second St. Duluth, MN 55802 218/723-4112 Al Willman Work Experience Coordinator Duluth Central High School 800 Central Extrance Duluth, MN 55811 218/722-6364	
Vocational Assessment Centers	Ray Garmaker Youth Representative Region III CETA Midway School Vermillion Drive Virginia, MN 55792 218/749-1274		Vocational Education and Exploration Center 410 West 41st St. Hibbing, MN 55746 218/263-4133
	Mike Stetzler SE MN Regional Development Commission 301 Marquette Bank Building So. Broadway and 2nd St. S.E. Rochester, MN 55901 507/285-2580	Harry Crowell Special Needs Coordinator Austin AVTI Austin, MN 55912 507/437-6681 Pat Enz Assistant Director Red Wing AVTI Red Wing, MN 55066 612/388-8271	
Hennepin County Youth Program	Patty Friend Youth Representative Hennepin County Manpower Planning Department A-2310 Government Center Minneapolis, MN 55404 612/348-6423	Jim Rossbach Vocational Administration District 287 Katherine Curren School 1600 Excelsior Avenue W. Excelsior, MN 55343 612/935-7158	
Pre-Summer Vocational Program	Maurice Strom Youth Representative Rural MN CEP 819 Lincoln Avenue Detroit Lakes, MN 56501 218/847-3535	Ted Torgerson Special Needs Coordinator Detroit Lakes AVTI Detroit Lakes, MN 56501 218/847-9261	
Duluth AVTI Training Program	Tom Muhvic Youth Representative City of Duluth 317 City Hall Duluth, MN 55802 218/723-3576 Ray Garmaker Youth Representative Region III Prime Sponsor Midway School Vermillion Drive Virginia, MN 55792 218/749-1274	Sig Randa Assistant AVTI Director London Road Campus 1600 London Road Duluth, MN 55812 218/728-5107 AVTI Director Duluth Public Schools 2101 Trinity Road Duluth, MN 55811 218/722-2801	
Skill Training and Improvement Program	Several Prime Sponsors in Minnesota	Director of Special Programs Division of Voc-Tech Education MN Department of Education 550 Cedar Street St. Paul, MN 55101 612/296-3753	